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ABSTRACT

The methodologies, instruments, and procedures that were used by Research Triangle Institute (RTI) in conducting its part of the Safe School Study are described in detail. The report focuses on methods, the rationale for their selection, and their implementation. It also addresses various practical problems encountered. The sample design is described in detail, as are the study instruments, data collection methods, preparation of the data base, and statistical methods used in generating the descriptive results. The purpose, summary of the methodology, results, and conclusions of four data quality studies are described. The methodology and major findings of a pilot study designed to pretest the study instruments and to evaluate alternative data collection procedures are documented in the appendixes, as are the results of a literature review. (Author/MLF)

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SAFE SCHOOL STUDY:

Volume 2 Methodology

U.S. DEPARTMENT OF HEALTH,
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APPENDIX C

SAFE SCHOOL STUDY METHODOLOGY REPORT

AND

APPENDIX D

SUPPLEMENTARY MATERIALS AND INSTRUMENTS

December 1977

U. S. Department of Health, Education, and Welfare
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This final methodology report is not authored in its entirety by any one person. Specifically, the authors of this report are: David Bayless (Introduction and Measurement Error Surveys); Bruce Jones and Ralph Folsom (Sampling); Jack Shirey (Data Collection Instruments and Procedures); Deborah Whitehurst and David Myers (Data Preparation); and Lanny Piper and Richard Williams (Descriptive Data Analysis Procedures). The parts of the supplemental Appendix D to the Methodology Report were compiled and written by the following: Part 1 (Jack Shirey and David Bayless; Part 2 (David Boesel, et al); Parts 3, 4, and 5 (Joseph Steinberg); Parts 6, 7, and 8 (Jack Shirey); Parts 9, 10, 11, 12, and 13 (Deborah Whitehurst and David Myers); and Part 14 (Lanny Piper and Ralph Folsom).

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Project Director, RTI
Safe School Study
September 19, 1977

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SECTION 1. INTRODUCTION

OBJECTIVES OF THE STUDY

The Safe School Study was mandated by Congress under Public Law 93-380 (Section 825) in response to growing public concern regarding incidents occurring in the Nation's schools. Specifically, the mandate called upon the Secretary of Health, Education and Welfare to report to Congress on a study designed to determine:

(1) The frequency, seriousness, and incidence of crime in elementary and secondary schools in the United States,
(2) The number and location of schools affected by crime,
(3) The per-pupil average incidence of crimes in elementary and secondary schools in urban, suburban, and rural locations in all regions of the United States,
(4) The cost of replacement and repair of facilities, books, supplies, equipment, and other tangible objects seriously damaged or destroyed as a result of crime in such schools,
(5) The means used in attempting to prevent crimes in such schools and means by which more effective crime prevention may be achieved.

These are the objectives of the Safe School Study as specified by the legislation to be carried out by the National Institute of Education (NIE).

PURPOSE OF THIS REPORT

This report describes in detail the methodologies, instruments, and procedures that were used by Research Triangle Institute (RTI) in conducting its part of the Safe School study. It focuses on methods, the rationale for their selection, and their implementation. It also addresses various practical problems which were encountered in accomplishing the objectives of the project within the constraints of available time and funding. The results of the study, their interpretation, and recommendations based upon them, are presented in the Safe School Study Report, designed to provide a guide to social policy aimed at assisting school administrators in dealing with the problems of crime in the schools.

OVERVIEW OF STUDY DESIGN

The target population for the Safe School Study was all public schools in the United States. A sample was required to provide a scientific representation of that population and to enable results to be reported for elementary and secondary schools in urban, suburban, and rural locations. The sample design is described in detail in Section 2 of this report.

Data on the variables relevant to this study had to be collected from school principals, teachers and students. The study instruments used for this purpose were developed by NIE, and are described in Section 3. A pilot study designed by RTI and NIE to pretest the study instruments and to evaluate alternative data collection procedures was conducted in the fall of 1975. The methodology and major findings of the pilot study are documented in Appendix D, Part 1. Appendix D, Part 2 contains the results of a literature review developed by NIE that guided the selection of relevant variables and provided the substantive structure for the development of the study instruments.

The victimization survey method, adopted because of the absence of any uniform and detailed system of recording crime in the Nation's schools, measures the number of times a given respondent was a victim of a specified incident for a stated reporting period. In addition, schools tend to underreport incidents of crime; not all incidents are reported to the police. Separate victimization surveys were designed and implemented for school principals (including information on buildings), teachers, and students. Data were collected for persons, schools, and property on various demographic, social, and physical characteristics, the latter including measures taken to prevent crime. Data were also collected on variables related to victimless incidents such as drug use. Data collection procedures were designed to minimize the response burden on individuals and the disruption of instructional activities in the schools.

The collection of the data for this study required the cooperation of school personnel at the state, school district, and individual school levels. A major problem proved to be the reluctance on the part of many persons to provide information on what they felt was a very "sensitive" subject. Reasons given for not wishing to participate in the study included the following:

(1) Insufficient staff or time in the school to complete administrative documents,
(2) Involvement in too many other studies to cooperate,
(3) Crime not a problem in the district and/or the school.

Given strong assurances that the anonymity of schools and respondents would be preserved, the overall response rate for schools was approximately 75 percent. The data collection methods are documented in Section 4.

Section 5 describes the sequence of steps through which a machine-readable data base was prepared from the raw (as received) data. Consistency checks, developed jointly by RTI and NIE, detected logical inconsistencies in the responses on various combinations of the variables. Definitions and results of consistency check edits for each instrument are found in Appendix D, Part 9. Range checks, also developed jointly by RTI and NIE, detected responses which were outside of ranges considered reasonable for the variables in question; such data points were generally attributed to frivolous responses. Definitions and results of range check edits for each instrument are found in Appendix D, Part 10 along with the data file on community variables.

The statistical methods used in generating the descriptive results of the study were developed by RTI. They are described in Section 6. Descriptive results include the sample size, victimization rates, estimated total number of victims, percent of persons victimized and their sampling errors, and t-type ratios for hypothesis testing for the various reporting groups analyzed. The reporting variables and outcome variables analyzed in the description were defined by NIE and are also described in Section 6. The analytical methods used by NIE to analyze the study data are described in the Safe School Study Report. The purpose, summary of the methodology, results and conclusions of four data quality studies summarized in this introduction are described in detail in Section 7. The study design and methodology used for Phase III of the study, the case study portion, is described in Section 8.

OVERVIEW OF PRIMARY SURVEYS IN THE SAFE SCHOOL STUDY

The primary surveys conducted in the Safe School Study were as follows:

(1) Phase I School Principals' Questionnaire (PQI)

Mail survey
One-month reporting period selected at random from the time frame: February-May, September-December, 1976
Data collected on 109 variables
Number of observations: 42,190
Number of respondents: 3,910
Response rate: 73 percent

(2) Phase I and II Principals' Report Sheet (PRS)

Mail survey
One-month reporting period selected at random from the time frame: February-May, September-December, 1976
Data collected on 114 variables
Number of observations: 1,811,916
Number of respondents: 15,894
Response rate: 73 percent

(3) Phase II School Principals' Questionnaire (PQII)

Mail survey
One-month reporting period selected at random from the time frame: February-May, September-December, 1976

Data collected on 261 variables
Number of observations: 162,603
Number of respondents: 623
Response rate: 76 percent

(4) Phase II Student Questionnaire (SQ)

Self-administered on-site
One-month reporting period selected at random from the time frame: February-May, September-December, 1976
Random sample of about 50 students per school
Data collected on 167 variables
Number of observations: 5,239,291
Number of respondents: 31,373
Response rate: 81 percent

(5) Phase II Student Interview Questionnaire (SIQ)

Interviews on-site
Periods covered: month of interview and the month prior thereto
Subsample of about 12 of those who responded to SQ
Data collected on 215 variables
Number of observations: 1,446,993
Number of respondents: 6,813
Response rate: 83 percent

(6) Phase II Teacher Questionnaire (TQ)

Self-administered
Period covered: month then current and month prior thereto
All teachers in Phase II schools
Data collected on 187 variables
Number of observations: 4,468,365
Number of respondents: 23,895
Response rate: 76 percent

(7) Phase III: Qualitative Case Studies

In-depth case studies in 10 schools conducted by professional field researchers, April and May 1977

OVERVIEW OF SPECIAL DATA QUALITY SURVEYS IN THE SAFE SCHOOL STUDY

Phase I Incident Weekly Report Survey

During the month of January approximately 100 schools per week were requested to report incidents for a 7-day period in order that this truncated time frame might be compared to the normal calendar month reporting time frame. Data were collected on a total of 114 variables with a total of 352 responding schools, resulting in a total of 40,128 observations for the data base. The school response rate for the survey was 79 percent.

Phase II Student Post Interview Check (PIC) Survey

During the final 4 months of Phase II of the study the students selected for interviews were also given a Post Interview Check Questionnaire in order to resolve discrepancies in responses regarding victimization as reported in the self-administered Student Questionnaire and as reported to the Field Interviewer in the Student Interview Questionnaire. Data were collected on a total of 56 variables, from a total of 3,274 responding students, resulting in a total of 183,344 observations for the data base. The response rate for the survey was 79 percent.

Phase II Teacher Telephone Follow-Up Survey

During the final 2 months of Phase II of the study a randomly selected sample of teachers was requested to respond to a telephone questionnaire a month after completing the regular questionnaire. They answered questions on victimization in order to determine what effects, if any, rounding might have on the victimization data.

Data were collected on a total of 55 variables, with a total of 1,982 teachers responding, resulting in a total of 109,010 observations on the data base. The response rate for the survey was 79 percent.

Indiana Elementary Teacher Survey

In conjunction with the Indiana Safe School Study, a special sample of elementary schools was used to obtain data on incidents of elementary school teachers and to compare teachers' reporting of incidents occurring in elementary schools to the principals' reporting. In addition, the Phase II Teacher Questionnaire was administered to all the teachers in the schools of a statewide random sample as a means to assess the victimization level of elementary teachers.

Data were collected on a total of 70 and 187 variables, with a total of 80 elementary schools and 1,264 elementary teachers responding, resulting in a total of 5,600 and 236,368 observations respectively for the Indiana elementary principals and teachers.

STUDY MANAGEMENT PLAN

The Safe School Study management plan was based on the task force concept utilizing the staff from several centers of the Statistical Sciences Group at RTI. The Project Director was Dr. David L. Bayless, a Senior Educational Statistician; he was responsible for the technical and administrative portions of the study as well as for coordination of all aspects of the research both within RTI and with NIE's Project Officer. Task leaders in the various centers were responsible for the activities conducted in their centers and for coordinating the operational activities among their centers through the Project Director. Regularly scheduled weekly meetings were held by the Project Director for the task leaders and subtask leaders to discuss the progress made on the survey, and any problems occurring during the past week and to plan for upcoming tasks. During the time of data collection activity, weekly reports on school response and edit and data entry production were also made at these meetings. In addition, monthly progress reports and monthly cost-to-completion reports were submitted by RTI's Project Director to NIE as a means of maintaining management control of the project.

The following chart outlines the design of the Task Force management structure (Figure C-1).

REPORT PREPARATION

This report was basically prepared by those persons most responsible for the activities described in each chapter. Authors are as follows: Section 1 - Dr. David L. Bayless; Section 2 - Bruce Jones and Ralph Folsom; Sections 3 and 4 - Jack Shirey; Section 5 - Deborah Whitehurst and Dr. David Myers; Section 6 - Lanny Piper and Rick Williams; Section 7 - Dr. Bayless; and Section 8 - Jack Shirey.

In addition, Dr. William G. Glenn acted as general reviewer; and the indispensable job of typing was performed by Linda Higgs, Sarah Bonner, and Judy Hackworth.

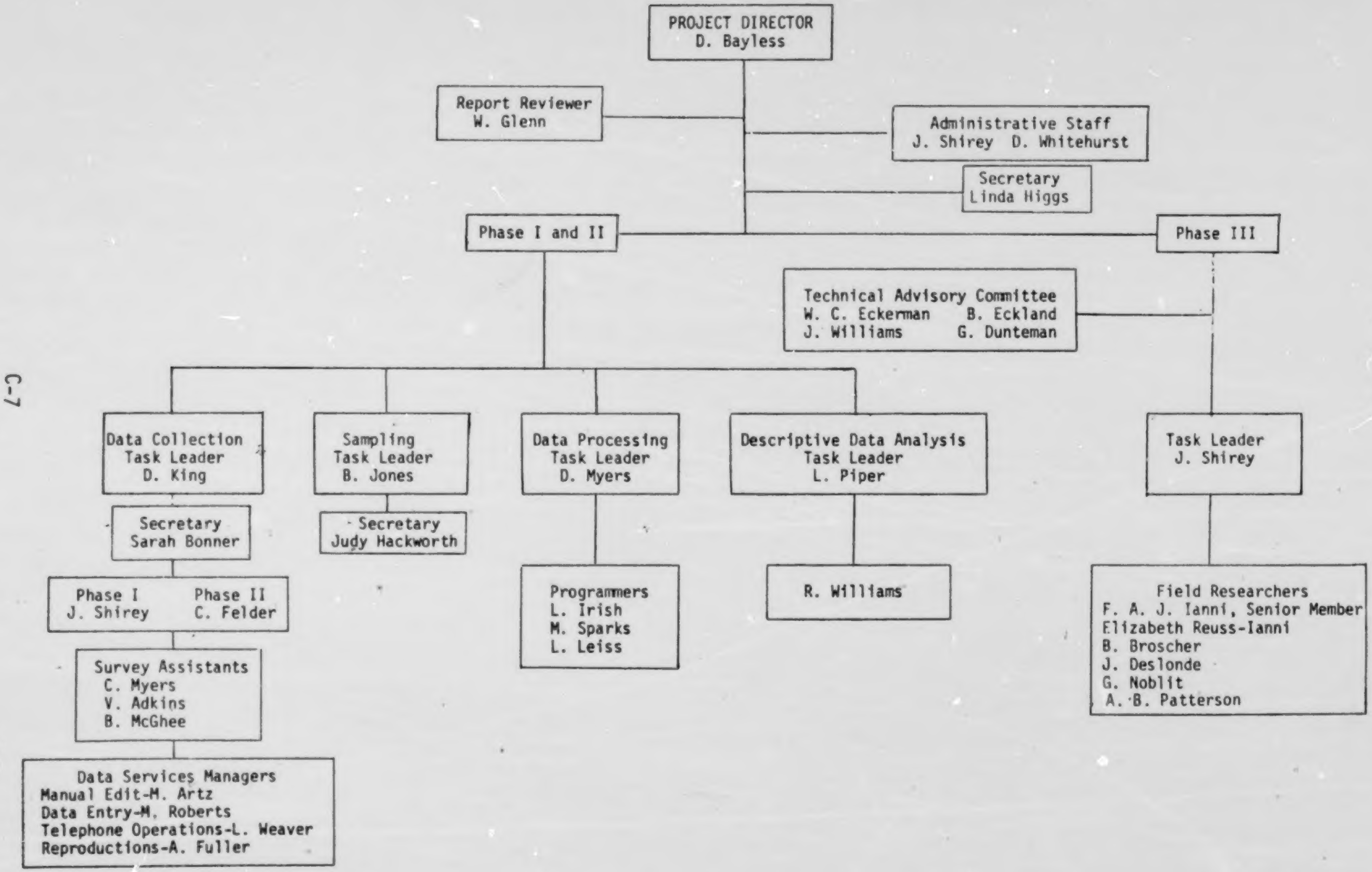
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FIGURE C-1. TASK FORCE MANAGEMENT STRUCTURE

SECTION 2. SAMPLE DESIGN, SELECTION, AND WEIGHTING PROCEDURES

BACKGROUND

The sample design, including school sample sizes, for the Safe School Study was developed by Survey Design, Inc., in consultation with NIE. Background of the design development is presented in Appendix D, Part 3. Specifications for selection of the sample were documented in a report, "Safe School Study, Survey Design Aspects" (Task Five Report, May 1975), and this document was provided to Curriculum Information Center (CIC), for use in execution of the sampling procedures. NIE also transmitted to CIC a work statement which directed that the sample was to be 25 percent larger than specified in the Task Five Report and enumerated the sampling products to be delivered in addition to those indicated in the design statement. Some modifications of the design specifications were made subsequently through communications among CIC, NIE and Survey Design, Inc.; the sample was selected and delivered to NIE.

RTI was chosen to implement the data collection, weighting, and some analysis tasks and received the sample design documentation together with the school sample files and listings on magnetic tape. Upon reviewing the sampling documentation, RTI found that the multistage sample for Phase II of the study was at variance with the design statement. Communication with CIC showed that the design statement had been misinterpreted, resulting in an incorrect sample for Phase II. Subsequent discussions among RTI, CIC and NIE led to a decision to reselect both the Phase I and Phase II samples due to their interrelated nature. This was done, and magnetic tape files of the samples were transmitted to RTI with supportive documentation. Using these files, RTI identified the field sample of schools for Phases I and II of the survey.

OVERVIEW OF SAMPLE DESIGN

The primary data for the Safe School Study were collected in two concurrent sample surveys, termed the Phase I and Phase II studies. Phase I was a mail survey of public elementary and secondary schools to obtain information from principals about school characteristics, crime prevention methods, and the incidence and costs of school crime. Phase II was a survey of students and teachers in public secondary schools to obtain information on their personal school-related crime victimization experiences.

Schools were selected for the studies via two independent sampling procedures, the results of which will be referred to in this report as the Phase I sample and the Phase II sample, respectively. Actually, the Phase I mail survey of school principals utilized both samples. The Phase II student and teacher survey utilized only the Phase II sample.

Two major school classification variables were established for sampling and reporting: locational domain and education level. Four levels of the locational domain variable were defined as follows:

A. The 26 Standard Metropolitan Statistical Area (SMSA) central cities with 500,000 or more population in 1970 (See Appendix D, Part 4 for list.)

B. All other central cities of the SMSAs recognized as of April 5, 1974 (For a list, see U. S. Bureau of the Census, Statistical Abstract of the United States: 1974, pp. 926-931. SMSAs are named by the central cities included, in all but one case--the central cities of the Northeast Pennsylvania SMSA are Scranton, Wilkes Barre, and Hazelton.)

C. The portions of the SMSAs not in central cities

D. The non-SMSA balance of the United States

Three school education levels - elementary, junior high and senior high - were defined on the basis of grade ranges as specified in Appendix D, Part 5.

The Phase I sample was based on a stratified, one-stage design with schools as the sampling units. The public school sampling frame was sorted into 12 basic strata defined by crossing the 4 locational domains and the 3 education levels. Within each of the 12 basic strata, 4 substrata were formed by classifying schools on enrollment size. Therefore, a total of 48 (12 x 4) final strata were defined. In each final stratum, the school sampling frame was ordered by Census region and State. Sample size allocations to the enrollment size substrata were proportionate to the total enrollments in the substrata. Systematic sampling was used to select the units within final strata. Three nonoverlapping samples were selected using the Phase I design, and were termed Wave 1, Wave 2, and Wave 3. The Wave 3 sample was half the size of Waves 1 and 2. The Safe School Study Phase I field sample was composed of the Wave 1 sample and subsamples of Waves 2 and 3. Details of the Phase I sample are presented in the discussion of the Phase I sample design.

The Phase II sample was based on a two-stage design with stratification at each selection stage. First-stage or primary selection units (PSUs) were (1) SMSA central cities in domains A and B, (2) remainders of SMSAs in domain C, and (3) single counties or county groups in domain D. The PSUs were stratified by locational domain and then ordered by region and State. Four PSUs in domain A and one in domain C were sufficiently large, in total secondary school enrollment, to be included in the proposed sample with certainty; they are designated as self-representing units. The balance of the PSUs were systematically sampled within each domain, with probabilities of selection proportionate to total public secondary school enrollment. The second stage of sampling was the selection of schools within primary units. Three nonoverlapping samples - termed Wave 1, Wave 2, and Wave 3 - were selected in each PSU. Waves 1 and 2 each consisted of one "cluster" of four junior high and four senior high schools in each non-self-representing PSU and one or more such clusters in each self-representing PSU. The Wave 3 sample was half this size. Prior to second-stage selection in a PSU, the schools of each education level were stratified by size, and the sample or "cluster" size was allocated to the size strata in proportion to enrollment. Systematic sampling was used to select the schools within size substrata. The Safe School Study Phase II field sample was composed of Wave 1 and a subsample of Wave 2; Wave 3 was not used. Details are presented in the discussion of the Phase II sample design.

From school response target specifications provided by NIE, field sample size requirements were estimated based on expected participation rates, and the initial field sample of schools was designated by identifying all Wave 1 schools and a sufficient number of the Wave 2 and Wave 3 subsamples. As provided by the design, the balance of the original sample was reserved as a source of supplemental schools to be committed to the survey in predetermined increments, if required, to achieve the response targets.

For both samples, subsamples were assigned to the months in the 8-month time frame (February-May, September-December 1976) by systematic sampling from an ordered listing of the schools, using different start numbers. Details of the subsampling procedure are given later when monthly subsamples are reviewed. Since the Phase I and Phase II samples were drawn independently, some schools were selected in both samples. For overlap schools, the data collection month designation given for the Phase II selection took precedence.

For a special methodological study, subsamples of the Phase I schools originally assigned to report for December 1976 were selected and reassigned to report for January 1977. No other sampling was required for the Phase I study.

The Phase II study required the selection of student samples for all months and special teacher samples for the November and December schools. Each Phase II school was asked to provide a roster of students in grades 7-12 to serve as a sampling frame. When a roster was provided, the student samples were selected at RTI. Simple random sampling was used to select 58-72 students in each school to receive the self-administered Student Questionnaire (SQ) and a subsample of 11-14 of these to receive the Student Interview Questionnaire (SIQ). The response targets were approximately 50 completed SQs and approximately 9 SIQs per school. When a student roster was not provided, the field interviewer selected a systematic sample of students from school records using specifications provided by the central staff. A set of random numbers was also provided to select the SIQ subsample.

Teacher sampling was not required in the February-May, September or October Phase II schools; in those months all eligible 7th-12th grade teachers were asked to participate. For a Telephone Followup study which was designed and implemented for the November and December Phase II schools, teacher sampling was required. Interviewers selected the teacher samples at the schools using either a systematic sampling procedure or a set of random numbers provided by the central staff. The followup interview sample size was 15-20 teachers, (limited to no more than half of a school's eligible teachers) with a response target of approximately 9 per school.

DESIGN OF PHASE I SAMPLE

Sampling Frame

All United States public elementary and secondary schools in local education agencies with more than 50 students comprised the target population, or universe, for the Phase I study. The sampling frame which was utilized was CIC's file of schools as of July 1975. The frame contained 87,596 eligible schools. No provision was made for allowing new schools to be added to the sample on a probability basis after the original sample was selected.

Stratification and Ordering of the Frame

The schools in the sampling frame were stratified and ordered in a prescribed manner prior to sample selection. Twelve basic strata were formed, representing three education levels within each of four locational domains, as described previously. Schools were not individually classified to locational domain categories, but were classified according to the ZIP code of the school district address using the Census Bureau's City Reference File. Hence, all schools of a district were assigned the same locational domain code for sampling purposes, regardless of actual school location.

Within each of the 12 basic strata, 4 school-size strata were formed. The size strata, by education level, appear in Table C-1.

TABLE C-1. SIZE STRATA, BY EDUCATION LEVEL

School Size Stratum	Total Enrollment	
	Elementary	Junior/Senior High
1	300 or less	500 or less
2	301 - 500	500 - 1,000
3	501 - 750	1,001 - 1,500
4	751 or more	1,501 or more

Therefore, a total of 48 final strata or sampling "cells" were formed by delineating the 4 size strata within each of the 12 basic strata. The number of sampling units (schools) in the final strata ranged from 18 to 13,796.

Within each of the 48 final strata, schools were ordered by Census region (Northeast, North Central, South and West), by State (numerically, i.e., alphabetically), and by school district prior to sample selection.

Allocation of the Samples

The sample size targets which had been established for the Phase I sample by basic stratum and wave are shown in Table C-2.

TABLE C-2. SAMPLE SIZE TARGETS - PHASE I

	Elementary			Junior High			Senior High		
Domain	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
A	320	320	160	240	240	120	240	240	120
B	320	320	160	240	240	120	240	240	120
C	320	320	160	240	240	120	240	240	120
D	320	320	160	240	240	120	240	240	120

The basic stratum sample was allocated to final strata in proportion to the aggregate enrollment of the schools in the strata. That is,

$$n_{ijk} = \frac{E_{ijk}}{E_{ij\cdot}} n_{ij\cdot}, \text{ where}$$

n_{ijk} = sample allocation to locational domain-i, education level-j, size class-k (i.e., sample cell-ijk)

E_{ijk} = aggregate enrollment of schools in sample cell-ijk

$E_{ij\cdot}$ = aggregate enrollment of schools in locational domain-i and education level-j

$n_{ij\cdot}$ = sample size specified for locational domain-i and education level-j (Table C-2 sample sizes)

Computations of final strata allocations were carried to two decimal places. No computed allocation was found to exceed the number of schools in the stratum.

Sample Selection

Systematic sampling was used to select schools from the ordered frame list in each of 48 final strata. The sample interval, I_{ijk}, to be applied in selecting the equal-sized Wave 1 and Wave 2 samples in final stratum-ijk, was computed as

$$I_{ijk} = \frac{N_{ijk}}{n_{ijk}} \text{ (carried to two decimal places)}$$

where n_{ijk} is the cell-ijk sample allocation and N_{ijk} is the number of sampling units (schools) in the stratum. The sampling interval for the half-sized Wave 3 sample was computed as $2I_{ijk}$. A random start, R_1, for the Wave 1 sample in the stratum was selected in the range $0 \leq R_1 \leq I_{ijk}$. The sample schools were identified by the integer portions of R_1, $R_1 + I_{ijk}$, $R_1 + 2\, I_{ijk}, \ldots, R_1 + k\, I_{ijk}$; when the calculated value exceeded N_{ijk}, the number of schools in the stratum, sample selection was complete. As an example, for stratum-121:

$$n_{121} = 5.76$$

$$N_{121} = 88$$

$$I_{121} \text{ (Wave 1)} = \frac{N_{121}}{n_{121}} = \frac{88}{5.76} = 15.28$$

$$R_1 = 7.46 \ (0 \leq 7.46 \leq 15.28)$$

The six sample schools selected from the ordered list for the stratum were the 7th (7.46), 22nd (22.74), 38th (38.02), 53rd (53.30), 68th (68.58), and 83rd (83.86).

In order to assure nonoverlapping Wave 1, 2, and 3 samples, independent random starts were not selected for Waves 2 and 3, but were computed from the random start selected for Wave 1. The Wave 2 random start was fixed at a half-interval distance from the Wave 1 start (i.e., $R_1 \pm \frac{I_{ijk}}{2}$), and the Wave 3 start at a quarter-interval distance.

Since final stratum allocations were not rounded to integer values, slight variations occurred between planned and resultant sample sizes. The former were given in Table C-2; the latter are shown on the following page in Table C-3.

After selection of the Phase II sample, overlap schools were identified. These schools were deleted from the Phase I file, and retained in the Phase II file with a special overlap designation code. The Phase I sample sizes after deleting the overlap schools are presented in Table C-4.

TABLE C-3. SAMPLE SIZE RESULTS - PHASE I

Domain	Elementary Wave 1	Elementary Wave 2	Elementary Wave 3	Junior High Wave 1	Junior High Wave 2	Junior High Wave 3	Senior High Wave 1	Senior High Wave 2	Senior High Wave 3
A	320	320	160	240	241	120	240	242	120
B	320	320	161	240	241	121	241	239	120
C	320	321	160	240	241	119	240	241	120
D	320	320	160	240	241	120	240	239	122

TABLE C-4. PHASE I SAMPLE SIZE RESULTS
EXCLUDING PHASE II OVERLAP SCHOOLS

Domain	Elementary Wave 1	Elementary Wave 2	Elementary Wave 3	Junior High Wave 1	Junior High Wave 2	Junior High Wave 3	Senior High Wave 1	Senior High Wave 2	Senior High Wave 3
A	320	320	160	192	191	94	174	174	90
B	320	320	161	227	219	110	223	217	114
C	320	321	160	230	227	111	223	224	111
D	320	320	160	224	220	115	232	239	117

Designation of Sample Increments

The Wave 1 sample was specified to be the basic, or core, sample for the study. The Wave 2 and Wave 3 samples were subdivided to form approximately equal-sized increments to supplement the basic sample, as required, to achieve the desired response level. The Wave 2 sample was subdivided to form 10 increments; 5 increments were formed from the Wave 3 sample.

Designation of increments for Waves 2 and 3 was done by using an ordered listing of the sample schools from each of the 12 basic strata. The ordering of the schools was from the largest size class to the smallest size class--that is, from size stratum 4 to size stratum 1. From the ordered listings, increments were defined as follows:

Wave 2: increment 20--1st and every 10th school
increment 21--2nd and every 10th school

increment 22--3rd and every 10th school
. .
. .
. .
increment 29--10th and every 10th school
Wave 3: increment 30--1st and every 5th school
increment 31--2nd and every 5th school
. .
. .
. .
increment 34--5th and every 5th school

Designation of Monthly Subsamples

Designation of the monthly subsamples was done using an ordered listing of the sample schools in the 12 basic strata. The ordering used for the elementary education level was identical to that described for sample increment designation--largest size class to smallest size class. A random permutation of the digits one through eight (2,7,1,3,8,6,4,5) was selected and used to define the monthly subsamples as follows:

Month 1 subsample: 3rd school and every 8th (i.e., 1 is the 3rd digit of the random permutation)
Month 2 subsample: 1st school and every 8th
Month 3 subsample: 4th school and every 8th
Month 4 subsample: 7th school and every 8th
Month 5 subsample: 8th school and every 8th
Month 6 subsample: 6th school and every 8th
Month 7 subsample: 2nd school and every 8th
Month 8 subsample: 5th school and every 8th

Designation of the monthly subsamples for the junior and senior high education levels took place after both Phase I and Phase II samples had been selected. For each of the 12 basic strata, the Phase II schools were listed first, in order from largest to smallest size class, followed by the Phase I schools, in order from largest to smallest class. The monthly subsamples were determined from the ordered listing as described for the elementary school strata. Monthly subsample designation was performed separately for each of the 15 sample increments formed from the Waves 2 and 3 samples, using the procedures just described.

The eight monthly subsamples were assigned to the following reporting months:

Month 1 subsample: February 1976
Month 2 subsample: March 1976
Month 3 subsample: April 1976
Month 4 subsample: May 1976
Month 5 subsample: October 1976
Month 6 subsample: November 1976
Month 7 subsample: December 1976
Month 8 subsample: September 1976

Specification of Field Sample Sizes

The participation goal specified by NIE for the Phase I study was 4800 schools, or approximately 400 participants in each of the 12 basic strata. The Phase II study was to be designed to yield 600 secondary school participants, or 75 respondents from each of the 8 junior and senior high basic strata. Since the Phase II participants would also provide data for the Phase I study, approximately 325 (400-75) respondents would be required in the Phase I sample secondary school basic strata. It was expected that 80 percent of the Phase I schools would respond and this estimate was used to establish the field sample targets shown in Table C-5.

TABLE C-5. PHASE I RESPONSE GOALS AND FIELD SAMPLE TARGETS, BY BASIC STRATUM

	Elementary		Junior High		Senior High	
Domain	Response Target	Field Sample Target	Response Target	Field Sample Target	Response Target	Field Sample Target
A	400	500	325	406	325	406
B	400	500	325	406	325	406
C	400	500	325	406	325	406
D	400	500	325	406	325	406
Total	1,600	2,000	1,300	1,624	1,300	1,624

Designation of Field Sample

The Phase I field sample consisted of the basic Wave 1 sample and a sufficient number of complete Wave 2 and Wave 3 increments to achieve approximately the field sample targets, by basic stratum, shown in Table C-5. The number of sample increments included in addition to the basic Wave 1 sample and field sample size, by basic stratum, is presented in Table C-6.

Selection of Subsamples for Ninth Month (January 1977 Reporting)

To investigate possible biases to the principals' reporting of school crime incidents, a special study was implemented using subsamples of the December Phase I sample schools. The 700 schools originally designated for December were divided into 6 reporting categories as explained in Table C-7.

TABLE C-6. PHASE I FIELD SAMPLE SIZES AND NUMBER OF SAMPLE INCREMENTS INCLUDED, BY BASIC STRATUM

	Elementary		Junior High		Senior High		Total
Domain	Field Sample Size	No. Increments	Field Sample Size	No. Increments	Field Sample Size	No. Increments	Field Sample Size
A	512	6	402	11	402	13	1,316
B	512	6	403	8	398	8	1,313
C	513	6	413	8	403	8	1,329
D	512	6	400	8	415	8	1,327
Total	2,049		1,618		1,618		5,285

TABLE C-7. DECEMBER PHASE II SCHOOLS, SUBSAMPLES

Subsample	"New" Incident Reporting Period	No. Elementary Schools	No. Secondary Schools	Total No. Schools
1	Entire month of Dec. 1976	26	73	99
2	Entire month of Jan. 1977	26	73	99
3	First week of Jan. 1977	52	74	126
4	Second week of Jan. 1977	52	73	125
5	Third week of Jan. 1977	52	73	125
6	Fourth week of Jan. 1977	52	74	126
Total		260	440	700

The subsamples of the 260 elementary schools were identified by first ordering the schools by locational domain and size stratum and then assigning the schools to subsamples as follows:

Subsample 1: 10th school and every 10th
Subsample 2: 6th school and every 10th
Subsample 3: 8th school and every 10th and 9th school and every 10th

Subsample 4: 3rd school and every 10th and 1st school and every 10th
Subsample 5: 2nd school and every 10th and 5th school and every 10th
Subsample 6: 4th school and every 10th and 7th school and every 10th

This subsample identification pattern was specified from a random permutation of the digits 1 through 10.

The subsamples of the 440 secondary schools were identified by first ordering the schools by locational domain, educational level and size stratum and then assigning the schools to the subsample as follows:

Subsample 1: 4th school and every 6th
Subsample 2: 1st school and every 6th
Subsample 3: 5th school and every 6th
Subsample 4: 3rd school and every 6th
Subsample 5: 2nd school and every 6th
Subsample 6: 6th school and every 6th

This identification pattern was specified from a random permutation of the digits 1 through 6.

DESIGN OF PHASE II SAMPLE

Sampling Frames

The target populations for the Phase II study were all 7th through 12th grade teachers and students in the United States. A two-stage, stratified sampling design was used to select the junior and senior high schools for the study.

First-stage sampling units were SMSA central cities, SMSA remainders, and non-SMSA counties or county groups. The 26 SMSA central cities that had 1970 populations of 500,000 or more each constituted a primary sampling unit for locational domain A. These cities are listed in Appendix D, Part 4. In locational domain B, primary units were comprised of the central city or cities of each SMSA. That is, for a SMSA having multiple central cities, these cities formed a single primary sampling unit. For multiple-central city SMSAs containing one of the domain A primary units, the remaining central city was defined to be a domain B primary unit. Domain C primary sampling units were the noncentral city portions of SMSAs. Domain D primary sampling units were non-SMSA single counties or groupings of contiguous counties. Each primary unit in domain D was required to have a minimum of 10 junior high schools and 10 senior high schools for second-stage sampling, so most units were county groups. The sampling frame for first-stage selection contained a total of 759 primary sampling units which completely covered the geographic area of the United States.

The second-stage sampling units within selected primary units were the public schools classed by their grade ranges as junior high or senior high according to the education level classification procedure specified in Appendix D, Part 5. CIC's file of schools as constituted in July 1975 was used to form the second-stage sampling frame. There are some schools with grades 7-12 that were not classified as junior high or senior high (e.g., schools with grade ranges of 1-12). Such schools were not included in this second-stage sampling frame; consequently, the secondary teachers and students in those schools were not covered by the survey.

Stratification, Allocation, and Selection of Primary Sample

The 759 primary sampling units were stratified and ordered prior to sample selection. The units were stratified by the four locational domain levels:

(A) The 26 SMSA central cities having 1970 populations of 500,000 or more
(B) The remaining SMSA central cities
(C) The noncentral city portions of SMSAs
(D) The non-SMSA counties and county groups

Within each of the four locational domain strata, the primary units were ordered by census region, and within region, by SMSA code (domains A, B, and C) or State (domain D).

Associated with each primary sampling unit was the junior high, senior high, and total secondary school enrollment in the unit. Summary data for the primary sampling frame appear in Table C-8.

TABLE C-8. PSU SECONDARY SCHOOL ENROLLMENT DATA

Locational Domain	No. PSUs	No. Secondary Schools	Jr. High Enrollment	Sr. High Enrollment	Total Secondary Enrollment
A	26	1,955	1,155,958	1,622,675	2,778,633
B	234	4,448	2,034,632	2,816,239	4,850,871
C	252	8,261	2,908,972	4,533,950	7,442,922
D	247	12,440	2,065,287	4,279,988	6,345,275
Frame Total	759	27,104	8,164,849	13,252,852	21,417,701

The Phase II sample design specified an allocation of 20 clusters of sampling units for each of the 4 domains. A cluster was to be comprised of four junior and four senior high schools. Hence, the basic sample (Wave 1) was to be comprised of a total of 640 schools (4 domains x 20 clusters/domain x 8 schools/cluster). The sample size targets established for the Phase II sample by locational domain and wave are shown in Table C-9.

TABLE C-9. SAMPLE SIZE TARGETS

	Junior High			Senior High		
Domain	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
A	80	80	40	80	80	40
B	80	80	40	80	80	40
C	80	80	40	80	80	40
D	80	80	40	80	80	40

Total secondary school enrollment was defined to be the size measure for primary sampling units for the first-stage selection. In each locational domain the sum of the size measures of the primary units was divided by 20 to determine the average cluster measure of size. Any primary sampling unit in the locational domain stratum with a size measure (total secondary enrollment) exceeding the average cluster size was selected with certainty or designated as a self-representing sample unit. That is, the unit would be certain to appear in any sample of 20 units selected from the stratum with probabilities proportional to the size measures. Five such self-representing primary units were identified--four in domain A and one in domain C; they were the following:

Domain A: New York, NY
Chicago, IL
Houston, TX
Los Angeles, CA
Domain C: Chicago, IL SMSA, excluding the city of Chicago

In domains A and C, the 20 sample clusters were allocated to the certainty and noncertainty (i.e., sampled) portions of the primary frame in proportion to the aggregate size measures in each portion. These computed allocations were rounded to the nearest even integer. The final cluster allocations and aggregate size measure for each portion of the primary frame are presented in Table C-10.

TABLE C-10. PRIMARY SAMPLING FRAME FINAL STRATA AND SAMPLE ALLOCATION

Domain	Aggregate Size Measure (Secondary Enrollment)	Cluster Allocation
A, self-representing	1,167,008	8
A, sampled	1,611,625	12
B	4,850,871	20
C, self-representing	393,792	2
C, sampled	7,049,130	18*
D	6,345,275	20**

* Through a clerical error, 20 clusters were actually selected.

** Through a clerical error, 19 clusters were actually selected.

A probabilistic procedure was used to make separate allocations of the eight junior high and senior high domain A certainty clusters to the four certainty primary sample units, with probabilities proportionate to the PSU's junior and senior high enrollment. Results of this allocation are shown in Table C-11.

TABLE C-11. ALLOCATION OF SAMPLE CLUSTERS TO CERTAINTY PSUs

	Jr. High Enrollment	Jr. High Clusters Allocated	Sr. High Enrollment	Sr. High Clusters Allocated
Domain A				
New York City	222,531	4	304,714	4
Chicago	24,125	1	165,212	2
Houston	80,887	1	81,959	1
Los Angeles	136,898	2	150,682	1
Domain C				
Chicago SMSA (w/o Chicago City)		2		2

Selection of primary sampling units in domain strata B and D and in the noncertainty portions of domain strata A and C was by systematic sampling with probabilities proportionate to size measures (secondary enrollment) from the ordered list of primary sampling units. The number of primary units selected was specified by the number of clusters allocated to the domain stratum. Through clerical errors, 20 PSUs rather than 18 were selected from the domain C noncertainty stratum, and 19 PSUs rather than 20 were selected from the domain D stratum. The final first-stage sample consisted, then, of 76 distinct primary units--5 self-representing units and 71 sampled units.

Stratification and Selection of Secondary Units

The second stage of the Phase II design was the selection of three nonoverlapping samples--termed Wave 1, Wave 2, and Wave 3--of junior and senior high schools within each primary unit. Wave 1 was the basic, or core, sample for the Phase II study; Wave 2 was an equal-sized supplemental sample; Wave 3 was a supplemental sample half the size of Waves 1 and 2.

The secondary schools of each primary sampling unit were stratified by the two education levels (junior and senior high) and two enrollment size-classes (750 or less; 751 or more) prior to sample selection. Each noncertainty primary unit was assigned one "cluster" or sample of four junior high and four senior high schools for each of Waves 1 and 2, and a sample half this size for Wave 3. For the self-representing primary units, the school sample allocation was determined from the number of clusters assigned (see Table C-11.), where each cluster represented an assignment of four schools. For example, the Los Angeles PSU allocation of two junior high clusters and one senior high cluster indicated that eight junior high schools (2 clusters x 4 schools/cluster) and four senior high schools were to be selected for each of Waves 1 and 2 and half these numbers for Wave 3. Expected second-stage sampling yields for the major strata are presented in Table C-12.

TABLE C-12. EXPECTED SECOND-STAGE SAMPLE YIELD

Domain	Actual Cluster Allocation	Expected No. of Sample Schools					
		Junior High			Senior High		
		Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
A	20	80	80	40	80	80	40
B	20	80	80	40	80	80	40
C	22	88	88	44	88	88	44
D	19	76	76	38	76	76	38
Total	81	324	324	162	324	324	162

Within each PSU and education level stratum, the sample was allocated to the two size strata in proportion to enrollment in the strata. These final sample allocations were computed to two decimal places.

Systematic sampling with a random start was used to select the three (Waves 1, 2, and 3) nonoverlapping samples in each final stratum. The sampling interval was computed as follows:

$I_{ijk\ell} = \frac{N_{ijk\ell}}{n_{ijk\ell}}$ (computed to two decimal places), where

$I_{ijk\ell}$ = Wave 1 and 2 sampling interval for final stratum-$ijk\ell$ (i-th domain, j-th PSU, k-th education level, ℓ-th size stratum)

$N_{ijk\ell}$ = number of schools in sampling frame in final stratum-$ijk\ell$

$n_{ijk\ell}$ = sample allocation for final stratum-$ijk\ell$

A random start, $R_{ijk\ell}$, $(0 \le R_{ijk\ell} \le I_{ijk\ell})$ was selected for Wave 1. The start numbers for Waves 2 and 3 were not independently selected, but were determined from the Wave 1 random start. The Wave 2 start number was fixed at one-half interval from $R_{ijk\ell}$, and the Wave 3 start, one-quarter interval from $R_{ijk\ell}$. The systematic sampling procedure was executed for all three waves simultaneously using a computer algorithm. Table C-13 presents the sample yield from execution of the Phase II design. The sample yield was not as large as expected primarily due to the second-stage sampling frame being depleted in many of the domain B and C final strata.

TABLE C-13. NUMBER OF SCHOOLS SELECTED IN PHASE II SAMPLE

	No. Schools					
	Junior High			Senior High		
Domain	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
A	77	92	40	80	87	40
B	79	59	27	74	48	24
C	74	92	34	80	86	40
D	79	88	33	70	86	41
Total	309	331	134	304	307	145

Another factor contributing to the deviation from expected sample sizes was that final stratum allocations were not rounded to integers, hence the expected cluster size was not always realized. These deviations would be expected to average out over all final strata of a domain, but this did not always occur. An analysis of the computer algorithm used for making the secondary selections showed that schools were not selected with equal probabilities within final strata and that the expected sample sizes for the three waves were incorrect; these factors also affected the sample yields.

Designation of Sample Increments

The Wave 1 sample was specified to be the basic, or core, sample for the study. Fifteen approximately equal-sized increments were formed from the Wave 2 and 3 samples to supplement the basic sample, as required, to achieve the desired response level. Ten increments were formed from the Wave 2 sample; five increments were formed from the Wave 3 sample.

The procedure for dividing the Phase II sample into increments was analogous to that used for Phase I. The 10 Wave 2 increments were designated by selecting 10 systematic samples, using different start numbers, from an ordered list of the sample schools. The first school in the list and every tenth formed increment 20; the second school in the list and every tenth formed increment 21, etc. Likewise, the first school in the ordered Wave 3 list and every fifth formed increment 30; the second school and every fifth formed increment 31, etc.

Designation of Monthly Subsamples

Designation of 8-month, or time, subsamples was performed concurrently for the samples for Phase I and Phase II. The month subsamples were selected by systematic sampling from an ordered listing of the schools, using different start numbers. Details of the subsampling procedure have been presented above.

Specification of Field Sample Size

The participation goal specified by NIE for the Phase II study was 600 schools, or approximately 75 participants in each of the 8 secondary school basic strata. Based on an expected participation rate of 72 percent for Phase II schools, a field sample target of 833 schools was established, or about 104 schools in each basic stratum.

Designation of Sample Schools

The Phase II field sample consisted of the basic Wave 1 sample and a sufficient number of complete Wave 2 increments to approximately achieve the field sample targets, by basic stratum. The number of sample increments included, in addition to the basic Wave 1 sample and final field sample sizes by basic stratum, are presented in Table C-14.

C-14. PHASE II FIELD SAMPLE SIZES AND NUMBER OF SAMPLE INCREMENTS INCLUDED, BY BASIC STRATUM

	Junior High		Senior High		
Domain	Field Sample Size	No. Increments	Field Sample Size	No. Increments	Total Field Sample Size
A	106	3	105	3	211
B	103	4	103	6	206
C	110	4	112	4	222
D	106	3	105	4	211
Total	425		425		850

Specification of Student Sample Sizes

To establish size specifications for the SQ and SI samples, RTI modeled the variance of an adjusted victimization rate combining questionnaire and interview data. The resulting variance expression was then extended to model the precision of an estimated difference between rates for two student subgroups or domains, each representing approximately one-eighth of the Safe School Study student population. This variance formula was then used in combination with a linear cost model to specify the optimum subsampling fraction for the followup interview. Based on these optimizations and overall budget considerations, RTI-NIE staff settled on a target sample size of 9 interview responses from each of the 600 Phase II sample schools. Alternative Phase II designs specifying, respectively, 75 and 50 student questionnaire responses per school were then compared in terms of estimated standard errors for rate differences based on the full 600 school sample and a 300 school subsample representing the first 4 months of data collection (February to May 1976). Pilot study SQ data from three junior high and three senior high schools from each of three sites (Virginia, North Carolina, and Los Angeles) were used to calibrate the approximate variance model developed for the interview sample size optimization. The resulting standard error projections led to adoption of the design with 50 questionnaires and 9 interviews per school. The steps taken in arriving at these sample size specifications are retraced in the following paragraphs.

The basic sample statistic used to set the SQ and interview sample sizes was a double sampling regression estimate of the form

$$\hat{\mu} = \bar{y}_2 + \hat{\beta}(\bar{x}_1 - \bar{x}_2) \qquad (1)$$

where $\bar{y}_2$ is the average number of victimizations reported per student per month based on a total of n_2 student interviews across all sample schools. The quantity $\bar{x}_2$ represents the associated SQ-based average number of victimizations from the same subsample of n_2 students that provide the $\bar{y}_2$ interview average. The $\bar{x}_1$ average denotes the SQ rate from the full sample of n_1 sample students excluding the n_2 followup respondents. The motivation behind the estimator in equation (1) rests on the assumption that the interview responses are the most accurate available and that a strong linear relationship will exist between the interviews and the less expensive questionnaire responses. The presumed association between questionnaires and interviews is exploited to reduce the variance of the estimated victimization rate $r = 1000\mu$.

If s_y^2 and s_x^2 denote the population variances among interview and questionnaire responses respectively and $\rho_{xy} = \rho$ denotes the product moment correlation between the two modes of response, then the simple random sampling variance for $\hat{\mu}$ is approximately

$$\mathrm{Var}(\hat{\mu}) = s_y^2/n_2 + \beta^2 s_x^2(1/n_1 + 1/n_2) - 2\beta\rho s_y s_x/n_2 \qquad (2)$$

for fixed β. The β which will minimize the variance of $\hat{\mu}$ is

$$\beta_{opt} = \left[n_1/(n_1 + n_2)\right]\rho s_y/s_x \qquad (3)$$

Substituting the optimum value of β from equation (3) into the variance expression in equation (2) yields

$$\mathrm{Var}(\hat{\mu}\ \beta_{opt}) = s_y^2\left[\rho^2/(n_1 + n_2) + (1 - \rho^2)/n_2\right] \qquad (4)$$

Since it is reasonably rare for a student to be victimized more than once during a particular month, one might expect the questionnaire and interview responses to act somewhat like 0-1 variables where $s_y^2 = \bar{y}(1 - \bar{y})$ with $\bar{y}$ denoting the population proportion of 1's.

For the pilot study questionnaire data examined, $s_x^2 = 3\bar{x}(1-\bar{x})$ was a reasonably good approximation to the questionnaire variance associated with six reported events including thefts (≥ \$10 and < \$10), robberies (≥ \$10 and < \$10), and assaults (with and without a doctor's care). The ratios of s_x^2 to $\bar{x}(1 - \bar{x})$ for these six events ranged from a minimum of 2.52 to a maximum of 3.48 for an average of 3.02. Assuming that a similar relationship would hold for interview responses, a variance model of the form

$$\mathrm{Var}(\hat{\mu}) \doteq 3\bar{y}(1 - \bar{y})\left[\rho^2/(n_1 + n_2) + (1 - \rho^2)/n_2\right] \qquad (5)$$

was obtained.

Extending the model in equation (5) for the difference between two subgroup or domain averages $\bar{y}_a$ and $\bar{y}_b$, where both groups a and b represent roughly one-eighth of the Safe School Study student population, yields

$$\mathrm{Var}(\hat{d} = \hat{\mu}_a - \hat{\mu}_b) \doteq \mathrm{Var}(\hat{\mu}_a) + \mathrm{Var}(\hat{\mu}_b) \doteq 2\mathrm{Var}(\hat{\mu})$$

and since $n_1(a) \doteq n_1(b) \doteq n_1/8$ and $n_2(a) \doteq n_2(b) \doteq n_2/8$, we obtain

$$\mathrm{Var}(\hat{d}) \doteq 48\ \bar{y}_a(1 - \bar{y}_a)\left[\rho^2/(n_1 + n_2) + (1 - \rho^2)/n_2\right] \qquad (6)$$

To specify the optimum followup subsampling fraction $f = n_2/(n_1 + n_2)$, a linear model for data collection and handling costs was then specified in the form

$$CV = CG(n_1 + n_2) + CIn_2 \qquad (7)$$

where CG depicts the marginal unit costs associated with obtaining and processing the group-administered questionnaire items and CI denotes the associated marginal cost per interview response. The value of f which miminizes cost CV subject to fixed variance Var(d) or vice versa, is

$$f_{opt} = \sqrt{\frac{1-\rho^2}{\rho^2}} \times \sqrt{\frac{CG}{CI}}\ . \qquad (8)$$

Exploiting further the relationship between victimization rates and 0-1 based sample proportions, values of the questionnaire by interview correlations were modeled as a function of the false positive misclassification error probability and the "true interview" rate or proportion P. Consider the following 2 x 2 joint distribution of questionnaire and interview responses:

$$\begin{array}{r|cc|c} & \multicolumn{2}{c|}{\text{Interviews}} & \\ & 1+ & 0 & \text{Total} \\ 1+ & P & \theta Q & \pi \\ \text{Questionnaires}\quad 0 & 0 & (1-\theta)Q & (1-\pi) \\ \text{Total} & P & Q & 1 \end{array}$$

FIGURE C-2. QUESTIONNAIRE AND INTERVIEW JOINT DISTRIBUTION

where $Q = 1 - P$ and $\Pi = P + \theta Q$ is the questionnaire population proportion reporting one or more events expressed as a function of the true interview proportion P and the population fraction of false positives θ. Notice that we have assumed that the incidence of false negatives will be negligible. With the simple bivariate Bernoulli distribution specified in Figure C-2 the correlation between questionnaires and interviews is such that

$$\begin{aligned}\rho^2 &= (P - P\pi)^2/P(1 - P)\pi(1 - \pi) \\ &= (1 - \theta)/\left[1 + \theta(Q/P)\right]. \qquad (9)\end{aligned}$$

Table C-15 displays a range of ρ^2 values based on the misclassification error model in equation (9).

TABLE C-15. MODEL VALUES FOR THE QUESTIONNAIRE BY INTERVIEW CORRELATION-SQUARED

Interview Proportion-P	False-Positive Probability $-\theta$ .01	.05	.10	.15	.20
.01	.4975	.1597	.0826	.0536	.0385
.05	.8319	.4872	.3103	.2208	.1667
.10	.9083	.6552	.4737	.3617	.2857
.15	.9369	.7403	.5745	.4595	.3750
.20	.9519	.7917	.6429	.5313	.4444

Taking an optimistic view of the probable range of ρ^2 values, the set of optimum followup fractions shown in Table C-16 was produced with CI = \$3.20 and CG = \$0.85 leading to $\sqrt{CG/CI} = .515$.

TABLE C-16. OPTIMUM FOLLOWUP FRACTIONS FOR STUDENT INTERVIEW

ρ^2	$\sqrt{(1-\rho^2)/\rho^2}$	f_{opt}	f x 50	f x 75
.5	1.000	.515	25	39
.6	0.816	.420	21	32
.7	0.655	.337	17	25
.8	0.500	.258	13	19
.9	0.33	.171	9	13

Anticipating a high value for ρ, the RTI-NIE design team chose the smallest optimum followup fraction displayed in Table C-16. Further discussions of precision requirements and budget limitations led to an examination of two alternative SQ sample sizes per school, namely 50 and 75. In these examinations, the followup sample size was fixed at 9 for both designs. To project the magnitude of rate differences that one would have a chance of detecting for domains representing one-eighth of the student population, standard errors were produced using equation (6) for a range of ρ^2 values from .5 to .9 and a set of interview rates per 1,000 students $R = 1{,}000P$ ranging from 10 to 200. In addition to the two questionnaire cluster sizes of 50 and 75 respondents per school, standard errors were computed for full sample rates based on 600 schools and also for half-sample rates based on 300 schools from the first 4 months of data collection. These standard errors stated in terms of rates per 1,000 students are displayed in Table C-17. The entries in Table C-17 can be used to specify the size differences one will be likely to detect for a given sample design. For a two-sided test of size α of the hypothesis that $R_a = R_b$, the size of difference that one could be $100(1-\beta)$ percent certain of detecting is approximately $(Z_{1-\alpha/2} + Z_{1-\beta}) \times se(R)$ where Z_γ is the standard normal variate below which γ percent of the standard normal distribution lies and $se(R_a)$ is the standard error of an estimated victimization rate R_a. For example, with $\alpha = .05$ and $R_a = 200$, the full sample containing 600 schools and 50 questionnaires per school would provide a $100(1-\beta) = 95$ percent chance of detecting a $(1.96 + 1.65) \times 18.4 = 66$-event difference per 1,000 students. Guided by results like those in Table C-17, the design team settled on the questionnaire cluster size of 50.

Selection of Student Samples

A sample of the eligible 7th through 12th grade student population was selected in each participating Phase II school to receive the self-administered SQ and a subsample of these was selected to be administered the SI questionnaire. Student sample sizes were determined by school locational domain as shown in Table C-18 and were designed to yield approximately 50 completed SQs and 9 completed SIs per school.

Each participating school was asked to send RTI a current roster of its 7th to 12th grade students, excluding EMR and functionally disabled students. If a roster were submitted, RTI selected the sample and prepared lists, which were sent to the field interviewer and the school of the selected students. This mode of sampling was termed the office procedure. Prior to sample selection, the school's grade range and number of students included in the roster were checked against data from CIC's file to assure completeness of the sampling frame. Large enrollment differences and unusual grade-range changes were investigated by calling the schools for verification of the submitted information. The

TABLE C-17. STANDARD ERROR COMPARISONS FOR DIFFERENCES BETWEEN DOMAIN VICTIMIZATION RATES/1,000

Schools	Total Quest.	Total Inter.		Correlation Squared				
			R	.5	.6	.7	.8	.9
			10	10.1	9.3	8.5	7.5	6.5
			50	22.1	20.4	18.5	16.5	14.2
300	17,700	2,700	100	30.4	28.0	25.5	22.7	19.5
			150	36.1	33.4	30.4	27.0	23.2
			200	40.5	37.4	34.0	30.3	26.0
			10	9.9	9.0	8.1	7.1	5.9
			50	21.6	19.8	17.8	15.5	12.9
300	25,200	2,700	100	29.8	27.3	24.5	21.4	17.7
			150	35.4	32.4	29.2	25.4	21.1
			200	39.7	36.3	32.7	28.5	23.6
			10	7.1	6.6	6.0	5.3	4.6
			50	15.6	14.4	13.1	11.7	10.0
600	35,400	5,400	100	21.5	19.8	18.0	16.1	13.8
			150	25.6	23.6	21.5	19.1	16.4
			200	28.6	26.4	24.1	21.4	18.4
			10	7.0	6.4	5.7	5.0	4.2
			50	15.3	14.0	12.6	11.0	9.1
600	50,400	5,400	100	21.0	19.3	17.3	15.1	12.5
			150	25.0	22.9	20.6	18.0	14.9
			200	28.1	25.7	23.1	20.2	16.7

TABLE C-18. PHASE II STUDENT SAMPLE DESIGN

Locational Domain	Student Sample Size	
	Student Questionnaire	Student Interview
A	72 (2 groups of 36)	14
B,C	62 (2 groups of 31)	12
D	58 (2 groups of 29)	11

names in the roster were then numbered serially. Students who had been designated by the school as EMR, transfers, no longer enrolled, etc., were not numbered. With a computer sampling routine, two equal-sized simple random samples were selected from the numbered population to comprise the two administration groups to receive the SQ. These two samples were designated Group 1 and Group 2. In domain A schools, each group consisted of 36 students; in domain B and C schools, 31 students; and in domain D schools, 29 students. From the Group 1 SQ sample students, a simple random sample was selected for the Student Interview followup. The followup interview subsample was always selected from Group 1 to maximize the field interviewer's time to arrange and conduct the personal interviews with specified individuals. Names, grades, and homerooms of the sample students were entered via SYCOR terminals to magnetic tape files; and from these, lists of the selected students, by administration group, were printed by computer for the field interviewer's use. The followup interview subsample students appeared together at the beginning of the Group 1 listing and were identified by asterisks preceding their names.

If a school failed to submit a student roster or if the roster were received too late to implement the office sampling procedure, the field interviewer visited the school and selected a sample of students from a roster or enrollment file using specifications provided by phone from RTI. This mode of sampling was termed the field sampling procedure. At the school, the interviewer obtained a current roster of 7th to 12th grade students and, insofar as possible, verified the completeness of the roster with office personnel and purged students deemed ineligible for the study. A count was made of the eligible student population and this was reported by phone to RTI's sampling department. Using the population count, a statistician computed the appropriate systematic sampling interval, say m, (rounded to an integer value) to yield the desired SQ sample, and also selected a random start number, say n, in the range 1 through m. The interviewer was instructed to identify the SQ sample students by selecting the mth student in the roster and every nth thereafter until the desired number was obtained. Field instructions provided that the 1st, 3rd, 5th, 7th, etc., sample students were assigned to Group 1; the 2nd, 4th, 6th, 8th, etc., sample students were assigned to Group 2. The interviewer was also provided a set of random numbers to identify the followup interview sample students in the Group 1 listing following the selection of the SQ sample. The expected termination point in the roster using the prescribed sampling parameters was specified to the interviewer for use as a quality check to verify that the sampling procedure was correctly executed.

For a few small domain D schools (generally less than 300 eligible students) for which field sampling was necessary, the described systematic sampling procedure was not used since very small sampling intervals resulted in these cases. Rather, the interviewer was directed in the selection of a simple random sample of the students from the school's roster using random numbers provided by RTI.

Selection of Teacher Samples for Telephone Followup

A sample of the eligible 7th to 12th grade teachers was selected in the November and December Phase II schools to receive a special version Teacher Questionnaire and a subsequent telephone followup interview. The teacher sample sizes were determined by school locational domain and educational level as shown in Table C-19 and were designed to yield approximately nine completed teacher followup questionnaires per school.

TABLE C-19. MAXIMUM TEACHER SAMPLE SIZE FOR FOLLOWUP INTERVIEW*

Locational Domain	Educational Level Junior High	 Senior High
A	18	20
B,C,D	15	16

*The sample size was limited to a maximum of half a school's eligible teachers.

The values indicated represent the maximum followup interview sample sizes selected. The sample size was limited to no more than half a school's eligible teachers.

Sample selection was performed by the interviewer while at the school for data collection activities. The interviewer obtained a roster of teachers and called RTI's sampling department to report the teacher count. A listing of random numbers preselected by computer was dictated to the interviewer, and these were used to identify the appropriate number of followup interview sample teachers in the serially numbered roster. If the specified target sample size for the school (15, 16, 18, or 20) were greater than half the reported number of teachers, a systematic half-sample of the teachers was selected for the interview followup treatment; the remaining half received the standard TQ.

SAMPLE WEIGHTING PROCEDURES

Overview

Sample weights were computed for each of the survey data files. The basic weight for a responding unit (school, teacher, or student) was generally computed as the inverse of the unit's overall sample inclusion probability. However, some simplifying assumptions were made in specifying the computation formulas for weights in view of the design complexities, incorrect sampling methods, and modifications to the sample during conduct of the study. The weight computation methodology included adjustments for school and individual nonresponse. Weights appropriate when using all months' data together and weights appropriate when using only the sample data for a particular month were computed for each file. Procedures were implemented for trimming the extremely large weights which would have had significant impact on the magnitude of variance estimates.

Aggregate Sample Weights

For each of the survey data files, sample weights which are applicable when using all months' data together were computed. These aggregate weights are appropriate when all the data are considered as a single sample for making estimates of population and subpopulation totals, proportions, etc.

Phase I sample weights.--Weights were computed for two Phase I instruments--Principals' Questionniare (PQ) and Principals' Report Sheet (PRS). The school (via the principal) was the responding unit for both instruments, and the common formula used for computing the weights is presented and described below. Separate calculations were made for the instruments.

$$W_{ik\ell} = \frac{N_{ik\ell}}{n_{ik\ell}} \cdot \frac{n'_{ik\ell}}{n''_{ik\ell}} , \quad \text{where}$$

$W_{ik\ell}$ = The sample school weight applicable to the PQ or PRSs completed by the principal of a school selected from locational domain-i, education level-k, and size stratum-ℓ, i.e., weight "cell"-$ik\ell$; (subscript-j is used to designate the second-stage or PSU level for the Phase II sample and is not used in notation for Phase I weights)

$N_{ik\ell}$ = Number of sampling units (schools) in stratum-$ik\ell$ in the sampling frame

$n_{ik\ell}$ = Number of schools selected from stratum-$ik\ell$ and included in the Phase I field sample

$n'_{ik\ell}$ = Number of field sample schools in stratum-$ik\ell$ excluding ineligibles units (closed, etc.)

$n''_{ik\ell}$ = Number of sample units of stratum-$ik\ell$ which responded

Phase II sample weights.--Weights were computed for the two Phase II school-level instruments--the Principals' Questionnaire and PRSs--as described below:

$$_{PQ,\ PRS}W_{ijk} = w_{ij} \cdot \frac{N_{ijk}}{n_{ijk}} \cdot R_{i.k}, \quad \text{where}$$

$_{PQ,PRS}W_{ijk}$ = the sample weight applicable to the PQ or PRSs completed by the principal of a school selected from locational domain-i, primary sampling unit-j and education level-k, i.e., weight cell-ijk (Note: The school size strata were collapsed to the education level for all Phase II weight computations, hence the ℓ-subscript designation has been omitted.)

w_{ij} = the primary sampling unit (PSU) weight

= 1.0 for certainty PSU or

$= \frac{S_{i.}}{m_i \cdot S_{ij}}$ for noncertainty PSUs, where

m_i = Number of noncertainty PSUs selected from the domain stratum-i sampling frame

S_{ij} = PSU-ij's size measure (aggregate public junior and senior high school enrollment) in the sampling frame

$S_{i.}$ = Sum of size measures for the noncertainty PSUs of domain stratum-i

N_{ijk} = Number of education level-k secondary sampling units (schools) within PSU-ij

n_{ijk} = Number of education level-k schools selected from PSU-ij and included in the Phase II field sample

$R_{i.k}$ = Weight adjustment for school nonresponse; the inverse of the weighted proportion of eligible domain stratum-i, education level-k sample schools that responded

$$= \sum_{\substack{\text{All eligible* sample}\\ \text{schools } \epsilon \text{ domain-i,}\\ \text{ed. level-k}}} \left(w_{ij} \cdot \frac{N_{ijk}}{n_{ijk}}\right) \Bigg/ \sum_{\substack{\text{All responding sample}\\ \text{schools } \epsilon \text{ domain-i,}\\ \text{ed. level-k}}} \left(w_{ij} \cdot \frac{N_{ijk}}{n_{ijk}}\right)$$

*Excludes schools dropped from the sample due to closure, grade range change, etc.

Table C-20 gives the school nonresponse adjustment values used in weight computations.

Teacher questionnaire weights: The sample weight applicable to Teacher Questionnaires completed by respondents from school-ijk (i-th domain, j-th PSU, k-th education level) was computed as follows:

${}_{TQ}W_{ijk} = w_{ij} \cdot \frac{N_{ijk}}{n_{ijk}} \cdot R_{i.k} \cdot \frac{T_{ijk}}{t_{ijk}}$, where terms w, N, n and R are

as previously defined, and

TABLE C-20. SCHOOL NONRESPONSE ADJUSTMENT VALUES

Location Domain (i)	Education Level (k)	$R_{i.k}$ PQ	$R_{i.k}$ PRS	$R_{i.k}$ TQ	$R_{i.k}$ SQ&SI
A (code 1)	Junior High (code 2)	1.3968	1.4541	1.3311	1.3311
A	Senior High (code 3)	1.3744	1.4635	1.3636	1.3636
B (code 2)	Junior High	1.4054	1.4708	1.4172	1.4172
B	Senior High	1.5240	1.6173	1.5114	1.5114
C (code 3)	Junior High	1.2464	1.4017	1.3273	1.3120
C	Senior High	1.3183	1.4634	1.3754	1.3852
D (code 4)	Junior High	1.3591	1.3018	1.2703	1.2791
D	Senior High	1.2208	1.3693	1.2141	1.2141

T_{ijk} = number of eligible 7th to 12th grade teachers in school-ijk; and t_{ijk} = number of teachers responding from school-ijk. This computation formula was also used for computing weights for the instruments administered in the teacher followup for schools queried in November and December.

Student questionnaire and student interview weights: The sample weight applicable to Student Questionnaires and Student Interviews completed by respondents from school-ijk (i-th domain, j-th PSU, k-th education level) was computed as follows:

$$_{SQ;SI}W_{ijk} = w_{ij} \cdot \frac{N_{ijk}}{n_{ijk}} \cdot R_{i.k} \cdot \frac{S_{ijk}}{s_{ijk}} \cdot \frac{s'_{ijk}}{s''_{ijk}},$$ where terms w, N, n

and R are as previously defined, and

S_{ijk} = Number of 7th to 12th grade students in the sampling frame for school-ijk

s_{ijk} = Number of sample students selected in school-ijk for the Student Questionnaire

s'_{ijk} = Number of eligible students in the sample selected in school-ijk for the Student Questionnaire; this count excludes those sample students no longer at the school, EMR students, etc. identified after sample selection

s''_{ijk} = Number of questionnaire (SQ or SI) respondents from school-ijk

Weight trimming.--Following computation of the nonresponse-adjusted aggregate weights, listings were made of the weights ranked by size. It was found that atypically large Teacher Questionnaire, Student Questionnaire, and Student Interview weights had resulted for one Phase II school. Investigation showed that the extreme weights were due to results of the second-stage education level stratification.

Since the identified large weights would have significantly affected variance estimates, a decision was made to reduce or "trim" the extreme values and make appropriate, compensatory upward adjustments to weights for similar schools. The criterion established for trimming the weights was to limit the school's contribution to the weight sum of squares to no more than 5 percent. Computation iterations were carried out manually based on the stated criterion until the computed values stabilized, and the last computed value was used as the replacement weight. After trimming the large weights for the one school, weights for all remaining schools in the same region, education level, and locational domain category were adjusted upward by a constant multiplier such that the weight sum for all schools remained unchanged.

Monthly Sample Weights

For each of the survey data files, sample weights, which are applicable when using only 1 month's data, were computed. These monthly weights are appropriate when the data for 1 month are used alone as a sample for making estimates of population and subpopulation totals, proportions, etc.

The monthly weights were not computed independently, but were derived from the aggregate weights. The overall and major strata sums of monthly respondent weights for each of the separate time subsamples agree with sums of aggregate weights taken over all months. That is, the subsample estimates of number of schools, teachers and students agree with the full sample estimates.

The general formula for the computation of monthly weights is as follows:

$$_{(m)}W_{i,k} = \left(\sum_{\substack{\text{all} \\ \text{respondents} \in i,k}} W_{i,k} \Bigg/ \sum_{\substack{\text{all month-m} \\ \text{respondents} \in i,k}} W_{i,k} \right) \times W_{i,k},$$

where

$_{(m)}W_{i,k}$ = general derived monthly respondent weight for location domain-i, education level-k

$W_{i,k}$ = general respondent aggregate weight for location domain-i, education level-k

There may be multiple PRS records for the responding unit, the school. For computing PRS monthly weights, however, the indicated weight summations were performed using only one record per school. That is, the PRS monthly weight computation was analogous to that for the Principals' Questionnaire.

Weight Quality Control

The sample weight computations and adjustments were performed in accordance with the previously documented technical specifications by specially prepared computer programs. The basic weighting data were coded from CIC's sample selection records, and after entry of these data to computer storage, listings were made and checked against the source documents.

After completing weight computations and adjustments, weights for each file were sorted by size and listed. The unusually large weights were individually verified by manual recomputation, and the source data were checked for accuracy. Sample weights were summed across all responding units to produce national estimates of the school, teacher, and student populations, and these sample estimates were compared for reasonableness with independent population data from published sources. These data are presented and discussed in the following section.

Level of Population Estimates

The sizes of the survey target populations are not known exactly, but the data from various NCES reports presented in Table C-21 give an indication of the general magnitude of population sizes. Sample estimates of the population of schools, teachers, and students obtained by summing aggregate weights for Principals' Questionnaires, Teacher Questionnaires, and Student Questionnaires, respectively, are also presented in the table, and these do not differ markedly from the published data. For reference purposes, the table includes comparable data from the survey sampling frames, insofar as available.

Differences of reporting periods and population definitions for the survey estimates and published totals should be recognized. The school sampling frame for the study was CIC's current file of schools as of July 1975. Survey data collection extended over the period January 1976 to January 1977, and thereby included parts of the 1975-76 and 1976-77 school years. Selected schools that were closed during the conduct of the survey were deleted from the sample and do not contribute to the estimates of the totals. Therefore, the survey-estimated population is comprised of the July 1975 schools that were still in operation at the time of data collection (up to 18 months later), so the estimated population would be expected to be smaller than indicated by the fall 1975 NCES data.

TABLE C-21. SURVEY POPULATION COUNTS FROM THE SAMPLING FRAME, WEIGHTED SURVEY RESULTS AND PUBLISHED SOURCES

	Sampling Frame		Survey Estimates		Published NCES
	Phase I	Phase II	Phase I	Phase II	Data
Total No. of Schools	87,596	NA	85,711	NA	87,456[*]
Elem. Schools	60,492	NA	58,799	NA	63,619[**]
Sec. Schools	27,104	27,104	26,912	26,629	23,837[*]
Teachers, Gr. 7-12	NA	NA	NA	1,085,923[†]	1,019,000[***]
Students, Gr. 7-12	NA	21,417,701[††]	NA	21,265,426	21,194,901[†††]

[*] From: Statistics of Public Elementary and Secondary Day Schools-Fall 1975, Table 9. Counts exclude special education schools.

[**] Includes schools with elementary grades only and combined elementary and secondary schools.

[***] Secondary classroom teachers in public regular and other schools, Fall 1975. From: Digest of Educational Statistics, 1975; source reference is "surveys and estimates of NCES". (This is believed not to include 7th and 8th grade teachers in middle schools.)

[†] Includes 7th to 12th grade teachers.

[††] Total enrollment in schools classified as junior or senior high, including enrollment in any nonsecondary grades.

[†††] From Statistics of Public Elementary and Secondary Day Schools, Fall 1975, Table 5.

The teacher and student survey population estimates represent averages for the 1976 calendar year, while the most recent published data are for Fall 1975. The Safe School Study definition of secondary schools includes middle schools (normally, grades 5 and 6 through 8), while these schools are reported as elementary schools in the published data. This may account for the larger survey-estimated number of secondary schools. While reported in the published enrollment data, the student survey population excluded EMR students and those so functionally disabled that they could not complete the survey instrument.

SECTION 3. DATA COLLECTION INSTRUMENTS

OVERVIEW

While NIE had the major responsibility for the development of the study instruments, the RTI project staff participated in a series of meetings to discuss the substantive questions in the various documents and to help decide the format of the instruments.

The basic questionnaires are: (1) Principals' Reporting Sheet; (2) Principal Questionnaire, Phase I; (3) Principal Questionnaire, Phase II; (4) Teacher Questionnaire; (5) Student Questionnaire; (6) Student Interview; and (7) Student Post Interview Check. RTI developed Spanish versions of both the Student Questionnaire and Student Interview. For the last 2 months of the study, a Teacher Followup Questionnaire was implemented. Also, an elementary school Teacher Questionnaire and Teacher Incident Reporting Sheet were developed for a special sample of schools in Indiana. Copies of these questionnaires are included in Appendix D, Part 8.

With the exception of the PRS, each of the basic questionnaires had changes every month to indicate the reporting time frame; this presented some minor scheduling problems with the typesetters and printer.

PHASE I INSTRUMENTS

PRS

The primary purpose of the PRS was to collect information on each incident which occurred in the school during the reporting period. An "incident" was defined for the principal as one or more offenses committed in one place at one time. The instrument was designed to facilitate the reporting by the principal of offenses against property, and against persons and other offenses, such as use of drugs or possession of weapons. Average time for completion of this instrument was less than 4 minutes per incident. The PRS was constructed in such a way that Column 1 was devoted to specifying the type of offense; Column 2, the details of the offense; and Column 3, further information about the incident. In addition, the reporter was asked to give a brief written description of the incident at the bottom of the sheet.

PRSs, along with a set of instructions, were mailed to both Phase I and Phase II schools prior to the reporting month with the request that the sheets be returned in self-addressed, postage-paid envelopes to RTI. During the first 4 months, the schools were asked to return these forms, along with the Principal Questionnaire, initially after the first 5 days of the reporting period and ..... again at the end of the month. The rationale behind this request was that the school would be more likely to report promptly any incidents occurring and that any questions or errors could be corrected without a long time lag. If the school had no incidents to report, it was requested to notify RTI of this fact by writing "No Incidents" on one of the sheets and returning it to RTI. The first 4 months' results revealed that the double mailings were confusing to the schools. Many would report incidents (or "no incidents") for the first 5 days and then fail to send any information for the remainder of the month. Likewise, the method for reporting "no incidents" was not considered satisfactory.

For the final 4 months, therefore, the schools were asked to return by mail all completed PRSs at the end of the month. Also, a separate form was designed for the school to complete if no incidents had occurred during the reporting month. A sample of schools was selected to clarify any questions regarding the "no incidents" reports.

Principal Questionnaire - Phase I (PQI)

This instrument was designed to obtain information about the basic characteristics of the school--its facilities, security measures, and disciplinary procedures and the principal's perceptions of its problem with violence and vandalism. It was a relatively short (25 questions) questionnaire, which usually took about 20 minutes to complete. The first questions asked about the characteristics of the staff and student body. These were followed by questions about security devices and procedures and how well they worked, and disciplinary procedures and how well they worked. Finally, the principal was asked to scale the school's problems with violence and vandalism over the past 5 years, to explain why any changes might have occurred, and to give recommendations of practical measures to combat the problem.

The PQI was mailed to the school along with an explanatory letter and a request to return the instrument to RTI in a postage-paid, self-addressed envelope.

PHASE II INSTRUMENTS

PRS

This instrument was the same for both Phase I and Phase II schools. Details were described in the beginning of Section 3.

Principal Questionnaire - Phase II (PQII)

Like the Phase I Principal Questionnaire, this instrument was designed to obtain basic information about the school: its characteristics, security measures, and disciplinary procedures and the principal's perceptions of the school's problems with violence and vandalism. It is a longer version of the Phase I Principal Questionnaire. There were more detailed questions about the school's facilities, such as size and condition of the building(s); about security measures and how effective they were; about staff and students, such as age and training of principal; and about the community in which the school was located.

Again, like the Phase I Principal Questionnaire, this instrument, along with an introductory letter and instructions, was mailed to the principal of the school the month prior to the school's scheduled reporting period. However, in this instance, if the school had not returned the document to RTI by the time the in-school activities began, then the Field Interviewer (FI) assigned to the school was instructed to be sure to have the principal complete the questionnaire and return it to the FI before the FI had finished working at the school.

Also, a special followup effort was made to obtain completed questionnaires from all participating Phase II schools. In the late fall of 1976, all Phase II schools that had participated in the study but had not submitted a completed Principal Questionnaire were sent a letter and another copy of the instrument. This followup activity resulted in an additional 38 instruments being returned to RTI.

Teacher Questionnaire (TQ)

The primary purpose of this instrument was to measure the experiences of the teachers as victims of crime. The major victimization categories were assault, robbery, and theft. In addition to information about these experiences, the teachers were also asked to report on the school's social climate; their perceptions of and reactions to the security measures employed by the school; their teaching duties, experience, and training; their fear of crime in the school; and their ideas about the function of schooling in such areas as instructional activities, control of students, student evaluation, and socialization goals and techniques. The questionnaire consisted of 40 questions divided into 4 sections: I. Background Information, II. Personal Safety, III. Student Conduct, and IV. Student Characteristics and Teaching Practices. Average completion time was approximately 20-25 minutes.

The TQ was distributed to the teachers in the schools by the Field Interviewer, RTI's onsite field person; usually the questionnaire was placed in the teacher's school mailbox. Along with the questionnaire were instructions for completion, an envelope in which to return the questionnaire, and frequently a memo from the principal endorsing the study and urging the teachers to cooperate.

Teachers returned their completed questionnaires by putting them in a blank envelope and placing the envelope in a "ballot box," which was located at a place of easy access in the school, usually either in the central office or the teachers' lounge. A roster of teachers' names was put near the ballot box, and the teachers were instructed to mark off their names as they returned the questionnaires. Those teachers who had not done so by the time the FI was through working with the students at the school were contacted and requested to complete the questionnaire and return it as soon as possible. Large, self-addressed, postage-paid envelopes were left with the principal in which any late Teacher Questionnaires were to be mailed directly to RTI.

During the last 2 months of Phase II of the study, a sample of teachers from each school was selected to participate in a Teacher Followup Study. The purpose of this study was to bound the reporting period of the teacher on his/her experience as a victim of school crime. The items in the TQ were changed to reflect a different reporting time frame. Instead of reporting for only a 2-month period, these teachers were asked to report for the school year to date. Those teachers selected for the followup were contacted individually by the FI and asked to volunteer for this portion of the study. If in agreement, the teacher was contacted by telephone from RTI 1 month later and asked the victimization questions again, this time for a 1-month period. An analysis of this data is contained in Section 7.

Student Questionnaire (SQ)

This instrument was designed to measure the experience of the student as a victim of crime while in school, on the way to or from school, and/or at a school-related activity. In addition to any such experiences, the students were also asked to furnish information about themselves (for statistical control), such as age, race, length of time in school; participation in school activities; their perceptions of the school's status and the function of schooling; the climate of fear at the school; characteristics of their homes and neighborhoods; and their value systems and expectations. In all there were 69 questions, and the instrument was designed to be completed in 1 normal class period.

Principals from the Phase II schools were requested to send RTI a current list of the students enrolled at the school. From this list a random sample of students was selected to participate in the student portion of the study. If the school complied with the request for a roster of students, one set of procedures was followed; if it did not comply, another set was followed. If a roster were returned to RTI, then the sample was drawn and the FI was notified to contact the school and make arrangements for collecting the student and teacher data. Also, a copy of the roster listing the students selected for the sample was sent to the school. If the school failed to submit a roster, then the school was contacted and a determination was made of whether or not the school had received the materials concerning the study and whether or not it would participate in the study. If the school had not received the materials, additional copies were sent immediately. If the school would participate in the study, arrangements were made for selecting a sample of students, either from a list sent to RTI from the school if time permitted or through an onsite selection process conducted by the FI with telephone assistance from the sampling staff at RTI.

The students were designated as Group I or Group II on the roster and were notified in advance by the school when and where to report to complete the questionnaire. The FI conducted the group sessions, which lasted a class period. In most instances, these two sessions were held on consecutive days, and those who missed the first day were asked to come on the second day. If a total of 35 Student Questionnaires had not been completed by the end of the second session, then a makeup session was held in order to reach the minimum number. If that number still were not reached, then additional makeups or special sessions were held until a satisfactory number of questionnaires were obtained.

Student Interview Questionnaire (SI)

This instrument was designed to get basic and detailed information on incidents of student victimization. In the SI the student was asked in a general way if he had been victimized while at school, on the way to or from school, or at a school-related activity by being assaulted or robbed or by having something stolen. The student was asked if any of these things had happened to him the past 2 months. If the answer were affirmative, then many details were requested. These details included time, place (if in school, exact location), characteristics of the offender(s), and the nature and extent of injuries, if any.

This instrument was divided into three major sections--robberies, assaults, and thefts. At the beginning of each section, two or three screening questions were asked regarding victimization. In other words, the questioning proceeded from screening to detail in each section of the instrument. If the student had not been victimized in the 2-month reporting time frame, then the answers to the screening questions were negative and the interview was terminated. Only if the answers to the screening questions at the beginning of each section were positive would the detail questions for that section be asked.

The SI was administered only to a subsample of those students who completed an SQ. This subsample was selected prior to the group administration of the SQ, and it was necessary for the student to complete the SQ prior to being given the SI. If the student were not present at either of the group sessions or a make up session, then he would be given the SQ to complete in a special session prior to the interview session. This interview session was conducted in a private, one-on-one situation by the FI. The length of the session depended on the number of incidents the student had to report. If there were none, then the interview was completed in less than 5 minutes.

Post Interview Check (PIC)

After reviewing the data gathered during the first 4 months of the study, it was decided that there was a need for a mechanism to resolve the discrepancies between the SQ and SI on victimization questions. Therefore, for the final 4 months of the Phase II data collection a Post Interview Check (PIC) document was utilized to resolve these discrepancies.

Comparisons were made betwen the SI and SQ in Section I of the PIC on eight different items dealing with robberies, thefts, and assaults. If the answers to a question on both the SI and SQ were not the same, then the FI would have to ask the questions in section II of the document.

There are only two questions for each discrepancy in this section. In the first, it is brought to the respondent's attention that he did not give the same answers to essentially the same question on the two instruments and he is asked why his answers did not agree. Then the respondent is asked which is the accurate answer. (Analysis of these data are given in Section 6.)

Principal Questionnaire

All participating schools in Indiana, whether Phase I, Phase II, or Special Sample, received Phase II Principals' Questionnaires to complete.

Special Elementary Teacher Questionnaire

An instrument very similar to the regular Teacher Questionnaire was designed for all full-time teachers in the elementary schools of the Special Sample of Indiana schools. These instruments were distributed and collected at the school by the principal.

Teacher Incident Reporting Sheet

Teachers who received the Special Elementary Teacher Questionnaire were also requested to complete a reporting sheet, similar to those completed by the principals, on any incidents occurring in their rooms during the reporting period. These were turned in to the principal and returned to RTI via mail along with the Teacher Questionnaires.

SECTION 4. DATA COLLECTION PROCEDURES

OVERVIEW

Data collection procedures for the Safe School Study include those activities performed at RTI in order to obtain state and local approval for the study and to collect the data from the Phase I and Phase II schools. Once approval was obtained from the Chief State School Officer (CSSO) and the Local Education Agency (LEA), materials were sent directly to the schools with a cover letter explaining the study and with the necessary instructions for completing the various instruments. Phase I schools were asked to complete two documents: the Phase I Principal Questionnaire (PQI) and a Principal Reporting Sheet (PRS) for each incident occurring at the school during the reporting period. In addition to the PRS, Phase II schools were requested to complete a Phase II Principal Questionnaire (PQII -- a longer version of PQI), a Teacher Questionnaire (TQ) for each teacher, and a Student Questionnaire (SQ) for a random sample of students. A Student Interview (SI) was completed with a subsample of students completing the SQ. Details of the procedures followed in obtaining approval and in collecting the data are presented in the sections which follow.

PROCEDURES IN OBTAINING APPROVAL

State-Level Contacts

On November 18, 1975, a letter announcing the Safe School Study was sent to the CSSO of each State from Harold H. Hodgkinson, Director of NIE. The nature and purpose of the study were presented, as were options for the manner in which the data would be collected. Two basic options were presented: viz., Option I in which schools and school districts would be contacted only through the state education agency and Option II in which schools and school districts would be contacted directly by RTI. The presentation of these options was a requirement of the Committee on Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers, which had given its approval of the study prior to State-level contact. In addition to selecting the appropriate option, each CSSO was also requested to designate a coordinator from his agency for the study. The NIE Safe School Study Director, Dr. David Boesel, was to be informed of these choices.

The original plan was for these contacts to be handled by the NIE staff, but as it became apparent that several followup calls would be required in many States, the project staff at RTI also became involved with contacting the CSSOs. (The text of the Hodgkinson letter along with copies of other correspondence with States and schools is presented in Appendix D, Part 9.)

Information from the responses of the CSSOs was forwarded to RTI from NIE on a flow basis. RTI, in turn, made telephone contacts with the appointed state coordinators and verified these telephone contacts in a letter which outlined the responsibilities of the state coordinators and of RTI. Enclosed with the letters were two computer printouts, one showing the schools listed by district in the State's sample and the other listing the sample schools by month of participation. With the exception of those States which had no schools scheduled for the month of February, most state coordinators were contacted by the middle of December.

One problem area in the State-level contacts was the lack of response from some States. Time and effort were expended by both NIE and RTI in contacting those States which failed to respond in a reasonable amount of time. In several cases materials were remailed as late as the middle of December because the state agency officials had misplaced the correspondence or said they had not received it.

Another problem area at the state level was the wide variation in the amount of assistance offered by the state coordinators and the confusion in some Option I States about the responsibilities for followup contact with districts and schools. The various levels of assistance are outlined as follows:

(1) One State encouraged districts not to participate

(2) One State did not appoint a coordinator until late February

(3) Two States insisted that the phrase implying cooperation by and approval from the CSSO be removed from the letter sent to LEA superintendents from RTI

(4) Many States (24) elected Option II in which RTI was to deliver materials directly to districts/schools. Most of these States allowed the phrase implying approval and cooperation to stand. Some States in this category sent a letter to districts/schools directly from the state office; others had RTI enclose a memo printed on the State's letterhead endorsing the study.

(5) Many other States (22) elected Option I and instructed RTI to send materials to the state coordinator, who in turn would forward materials to districts/schools, usually inserting a memo urging the cooperation and participation of the district/school. There were several variations within this category. At one extreme were the States which instructed districts to reply to the State rather than to RTI to indicate approval for the study. Two States also instructed their schools to return data to the state coordinator, who in turn would forward it to RTI. Two other States set up systems of district coordinators within the State who were responsible for forwarding materials to schools. All of this extra handling of instruments, etc., led to considerable delays in both delivering and collecting data. However, this disadvantage was offset by the advantage of having most, if not all, of these districts participating in the study. Also, those districts in States under this

option which did refuse, refused early in the process so there was never any question about whether or not the district was in the study. These States preferred that all contact with local schools, such as followups, prompting calls, etc., be made by the state coordinator. Other States preferred that RTI handle collection and followup of data once initial contact with the district/school had been made.

Because of these variations of state contacts and state requirements, a uniform mailout process was not possible. Instead, the mailout process had to be very closely supervised by project staff to make certain that each State received the proper treatment. Normally, mailout procedures can be processed routinely and require only a minimum of supervision.

In August 1976 the state coordinators were contacted by letter to express appreciation for their past cooperation and to review the procedures to be followed for the final months of the study. These coordinators were informed of those districts in their States which had not yet made a decision regarding participation in the project and were requested to assist the project by contacting those districts and soliciting a positive response to the study.

District-Level Contacts

Personalized letters to all district superintendents were generated by computer in mid-December 1975 and mailed either directly to the superintendent or to the state coordinator, depending upon the State's option. The superintendent was apprised of the study and his district's participation in the study was solicited. Enclosed with the letter was a printout listing the schools in the district scheduled to participate by month and phase of participation. Also enclosed were a 1-page fact sheet describing the study and a business reply postcard which the superintendent was asked to sign and return to RTI as an indication of his willingness to participate in the study.

Out of the 3,185 districts contacted, 2,017 (or 63 percent) returned a card indicating that participation was granted; 97 (or 3.1 percent) returned a card indicating participation was not granted. Those districts that did not respond were called on a schedule designed to contact them at least 3 weeks prior to the participation of the earliest scheduled school in the district. Over 600 districts were called, and 450 (or 14 percent of the total districts in the sample) gave oral approval for participation, with 143 (or 4.5 percent) superintendents refusing to grant permission for their districts to participate. The remaining 478 districts either were not contacted by telephone because they had no schools scheduled for the first 4 months of the study, or would not make a decision regarding participation in the study. These latter districts were labeled as "pending" districts.

During the months of July and August of 1976, project staff from NIE and RTI made personal visits to some of the larger districts that had refused to participate during the first 4 months of the study. As a result of the visits, many of these districts decided to participate. In addition to the personal visits to the larger districts, a letter from the Project Director at NIE was sent to the remaining districts that had refused to participate. Also, project staff at RTI sent additional notification to districts labeled "pending" i.e., those districts that had not made a decision regarding participation in the project--requesting that they choose to participate and so notify RTI.

All districts which had schools scheduled for participation in the final 4 months of the study were sent letters in August 1976, reminding them of the study and informing them of a change in schedule, i.e., the shift of January schools to September.

IN-HOUSE PROCEDURES

Implementation of the various tasks required that the work be coordinated among the staff of several RTI Centers: viz., the Survey Operations Center (SOC), the Department of Research Support Services (DRSS), the Computer Applications Center (CAC), and the Sampling Research and Design Center (SRDC). Thus it was necessary to develop a set of systems and procedures to ensure that the work would move smoothly and efficiently from one center to another.

SRDC and CAC worked with the tape furnished by NIE to see that a valid sample of schools was selected for the study. Once the schools were selected by SRDC, this information was given to CAC, which was responsible for generating printouts and labels for use in the mailout processes.

The clerical staff of DRSS was primarily responsible for preparing the materials for each mailout. SOC staff, working with DRSS staff, prepared a set of instructions which outlined, step-by-step, how to prepare the materials for the monthly mailout of Phase I and Phase II study materials. This clerical staff was also responsible for checking in the completed documents and editing them for direct data entry (see also Section 5). Again, instructions for the check-in and editing of the data were prepared by the SOC and DRSS staffs.

The direct data entry section of DRSS was responsible for translating the data from hard copy to machine-readable form. This required a separate set of instructions for the direct data entry operators from SOC and a set of programs from CAC.

To maintain receipt control information regarding the status of each school in the sample, RTI's automated survey support system was modified to meet the particular needs of this study. This system maintains data that reflect the current status of each school as well as the historical information on the school such as date mailed, date Principal Questionnaire received, etc.

Followup contacts with districts and schools were conducted by the telephone tracing section of DRSS. This section was responsible for contacting all districts which had not made a decision regarding participation in the study and all schools which did not return their data according to schedule. Instructions for these procedures were prepared by SOC staff, and the telephone clerks were trained in order to properly conduct the calls.

FIELD PROCEDURES

Phase I and Phase II Schools

The sample of schools each month was comprised of approximately 600 Phase I schools and 100 Phase II schools. Data collection from Phase I schools was conducted by mail while the Phase II portion of the data collection included onsite contact with teachers and students. Consequently, a separate set of procedures was established for each phase.

While the mailout procedures for both phases were basically the same, to monitor the Phase II schools' response status required considerably more time and effort. Each Phase II school was requested to return to RTI a roster of its student enrollment from which a random sample of students could be selected. When the school did not or could not comply with this request, it became necessary for the Field Interviewer (FI) to conduct field sampling at the school site. It was also necessary for the FI to contact the school principal and schedule the data collection with the students and teachers.

Phase I Schools

Each month all of the Phase I schools which had received approval for participation in the study from their local educational agency superintendents were mailed the following materials either directly from RTI or via the state coordinator, depending on whether the school was in an Option I State or an Option II State:

(1) Letter of Introduction to study

(2) One-page Information Sheet on study

(3) Phase I Principals' Questionnaire

(4) Instructions for completing Principal reporting sheets

(5) Set of blank Principal reporting sheets

(6) Two postage-paid return envelopes

A "Thank You/Reminder" postcard was automatically sent to all Phase I schools in Option II States and to those Phase I schools in Option I States where permitted. This mailout took place 7-10 days after the original mailout. The principal was requested to call RTI if he had not received his packet of materials.

When the school had not responded by the stated deadline, a mailgram was sent to all Phase I schools in Option II States and to those Phase I schools in Option I States where permitted. The mailgram requested the principal to complete the materials and return them to RTI or to call RTI immediately if the materials had not been received. The mailgram stimulated many more calls for materials than the postcards.

If a Phase I school had still not responded by the tenth of the month following the reporting month, a followup phone call was made from RTI to make sure that the principal had received the materials and to urge him to complete them and return them to RTI. As a result of these contacts, some schools requested that the materials be remailed to them, saying that they had never received the packet or admitting that it had been misplaced.

Phase II Schools

Each month all of the Phase II schools which had received approval for participation in the study from their local educational agency superintendents were mailed the following materials either directly from RTI or via the state coordinator, depending on whether the school was in an Option I State or an Option II State:

(1) Letter of Introduction to study

(2) One-page Information Sheet on study

(3) Phase II Principals' Questionnaire

(4) Instructions for completing Principal reporting sheets

(5) Set of blank Principal reporting sheets

(6) Instructions for Phase II schools

(7) Two postage-paid return envelopes

For the Phase II schools, the principal was also requested to send to RTI a list of the students enrolled at the school. It was from this list that the random sample of students was selected to participate in the student portion of the study.

If the school complied with the request for a roster of students, one set of procedures was followed; if it did not comply, another set of procedures was implemented. If a roster of students were returned to RTI, then the FI was contacted and instructed to contact the school and make arrangements for collecting the student and teacher data. If the school did not submit a roster, it was contacted from RTI. After determining whether or not the school had received the materials and if it would participate in the study, arrangements were made either to have a roster sent to RTI or to select the sample at the school. The results of this call were forwarded to the FI, who then contacted the school and scheduled the data collection activities.

In those schools where field sampling was required, the FI's first task was to select the sample of students. Once the sample of students was chosen, either from the list sent to RTI or in the field, administration of the Student Questionnaire was conducted in two group sessions as described in Section 3. Personal interviews with designated students were then conducted and these data were entered in the Student Interview Questionnaire.

While at the school, the FI also distributed the Teacher Questionnaires and monitored their return. Before leaving the school, the FI informed the principal of the number of Teacher Questionnaires which had been collected and requested that he mail to RTI any additional instruments that were returned within the week.

Training of Field Staff

In order to carry out the onsite portion of Phase II of the study, RTI's staff of ten Field Supervisors (FSs), who were responsible for specific geographic areas and lived in these areas, received training in Raleigh, North Carolina, in February of 1976. Once their training was completed, they returned to their regions and hired and trained a cadre of Field Interviewers (FIs). The SOC staff of RTI was responsible for preparing a field manual for supervisors and interviewers, for training the field supervisors, and for assisting the field supervisors in training the FIs. A total of 56 interviewers were trained during the week of February 16-23, 1976. Of these, 47 were trained in group sessions and the remainder were trained individually, either in person or by telephone. Each interviewer was required to complete a short test at the end of the training to make sure the material covered had been assimilated and understood. The FI staff included six interviewers who were members of minority groups.

During the first week of September, RTI's Field Supervisors recruited 67 Safe School Study FIs and finalized the arrangements for their training. Of this number, 47 had worked on the Safe School Study in the first 4 months of data collection and 20 were new hires.

In September all 11 RTI Field Supervisors were briefed by telephone conference calls in preparation for the FI training sessions. During these calls, revisions in the manual and procedural changes were emphasized and discussed.

Because of the procedural changes, FIs were trained by the Field Supervisor for fall data collection. In-person training sessions were held for:

(a) All FIs retained who had not worked on the Safe School Study in the spring

(b) All experienced FIs whose previous performance indicated a need for additional formal training

(c) All experienced FIs who were located so that overnight travel was not required in order to attend an in-person training session

Of the 67 FIs, 34 were trained in person and 33 were trained by telephone.

In-person training sessions were 1-1/2 to 2 days in duration. In addition to covering the materials in the training manual, several situations were simulated (e.g., a phone call to a school principal) and the Student Interview was administered in a practice situation. FIs were given an "open-book" quiz at the end of the session. The Task Leader for data collection attended the training session led by the FS who had not participated in the study in the spring.

Those aspects of the study which had been changed since the spring data collection were emphasized in the telephone training for experienced interviewers. Carefully reviewed were the changes in the Student Interview Questionnaire as well as procedures for reporting to RTI.

Questionnaire Revisions for a Particular District

According to the agreement between RTI Safe School Study Project Director and the Director of Research and Evaluation of a particular district, certain items in the Teacher Questionnaire and Student Questionnaire had to be omitted before approval for the Study would be given. In order to honor this request, the clerical staff at RTI "blacked-out" items 29 and 32 on 500 Teacher Questionnaires. Since the items on the Student Questionnaire to be omitted were extensive (Qs 10, 12, 13, 15, 28-33, and 44), a special version of the Student Questionnaire was designed and printed. These preparations were made monthly for all Phase II schools in this district.

Special Teacher Sampling and Followup

During the month of December, FIs selected a sample of teachers from each November Phase II school to participate in a telephone followup. These selected teachers were personally contacted and asked if they would agree to a short telephone interview at a later date. Teachers who agreed to participate in the followup interview were asked what time they preferred to be called.

Very few teachers refused to participate in the followup activity, and no principals of November schools refused to allow the teachers to be contacted. Plans were made to begin the teacher telephone followup on January 10. The same procedures were followed for the December Phase II schools.

Those teachers selected received the Special Teacher Questionnaire described in Part 3 and were asked to return it in a special envelope. Because of the similarity in the instruments, some of the teachers received the wrong questionnaire, but this discrepancy was resolved in the data edit procedures.

Special January Sample

Based on the requirements of the addition of January to the time frame, the original December sample of Phase I schools was divided and approximately one-sixth of the schools maintained their December reporting frame. The other five-sixths were chosen for January, one-sixth for each of the 4 weeks and one-sixth for the month. The state coordinators in the States affected were notified by mailgram or phone call. It was also necessary to notify the district superintendents of the change, and 345 mailgrams were sent to superintendents in Option II States where RTI was allowed to go directly to the schools/districts. In the Option I States, letters for the superintendents were sent to the state coordinators, who were asked to forward them to the districts.

Implementation of the Post Interview Check (PIC)

Instructions for completing the September PIC and an example of the completed form were mailed to all FIs and FSs on Friday, October 1, to be used the first week of data collection. As the FIs reported their data collection results, the RTI coordinators asked for comments regarding the use of the PIC. The main problems the FIs reported were (a) administrative problems due to a lack of familiarity with the instrument; (b) problems responding to those students who questioned the "confidentiality" of the information when they saw that their Student Questionnaire had been identified; and (c) the feeling that unnecessary information was being transferred to the PIC.

Based on these discussions and NIE and RTI Project Directors' calls to the FIs, several changes were made before the PIC was printed for October in an effort to make the instrument easier to work with and to reduce the likelihood of errors. On October 19, a sample Student Questionnaire, a sample Student Interview, and a blank PIC were mailed to each FI and FS with instructions to complete the blank PIC using the sample instruments. In the cover memo, some suggestions were given to help decrease student apprehension.

Beginning on Tueday, October 26, all FIs were telephoned by RTI central staff and the completed PIC was reviewed, including those portions of the Student Questionnaire and Interview which were copied and those responses which were transferred to Column B of the PIC and the reasons for transfer. Most of the FIs had no problems with the revised PIC. A few interviewers appeared confused about what to enter in Column C, but these misunderstandings were clarified during the telephone training.

RESPONSE RATES

The following tables show the responses from the schools by instrument and by month. Table C-22 gives the responses of the Phase I schools; Table C-23, Phase II schools; and Table C-24, the combined total for Phases I and II. In the "Schools Refusing" column, sub-column (1) represents those schools which were refused at the district level and the sub-column (2) shows those schools which refused on their own volition after district approval for participation had been obtained. The other columns are self-explanatory.

Table C-25 shows the teacher response rate in Phase II schools; C-26, the response to the Student Questionnaire; C-27, the Student Interview data; and C-28, responses to the Post Interview Check.

TABLE C-22. DATA FROM PHASE I PRINCIPALS BY MONTH AND PHASE

Month	Schools in Sample	Schools Deleted	Schools Refusing (1)	Schools Refusing (2)	Schools Responding	Percent Response	PQ	PRS	Total PRS/ Schools	Schools W/No Incidents
Phase I										
February	693	2	47	117	527	76	504	2,096	4.11	134
March	687	1	73	140	473	69	466	2,086	4.68	131
April	682	4	35	151	492	73	488	1,391	3.04	155
May	660	1	43	157	459	70	451	1,367	3.08	143
Subtotal	2,722	8	198	565	1,951	72	1,909	6,940	3.74	563
September	712	6	34	138	534	76	505	764	1.76	228
October	688	16	44	141	487	72	481	1,373	3.45	140
November	716	9	43	163	501	71	495	1,303	3.12	167
December	740	12	33	154	541	74	520	1,145	2.27	264
Subtotal	2,856	43	154	596	2,063	72	2,001	4,585	2.61	799
Total	5,578	51	352	1,161	4,014	73	3,910	11,525	3.19	1,362

TABLE C-23. DATA FROM PHASE II PRINCIPALS BY MONTH AND PHASE

Month	Schools in Sample	Schools Deleted	Schools Refusing (1)	Schools Refusing (2)	Schools Responding	Percent Response	PQ	PRS	Total PRS/ Schools	Schools W/No Incidents
Phase II										
February	100	2	8	4	86	88	84	425	5.00	17
March	102	0	21	5	76	75	73	548	7.31	23
April	99	0	6	15	78	79	77	322	4.24	13
May	102	0	15	10	77	75	71	310	4.08	15
Subtotal	403	2	50	34	317	79	305	1,605	5.14	68
September	107	0	18	5	84	79	79	149	2.40	23
October	121	4	21	12	84	72	84	464	6.72	14
November	102	2	14	10	76	76	75	289	4.68	10
December	118	2	18	17	81	70	80	381	5.08	24
Subtotal	448	8	71	44	325	73	318	1,283	4.75	71
Total	851	10	121	78	642	76	623	2,888	4.96	139

TABLE C-24. DATA FROM ALL PRINCIPALS BY MONTH AND PHASE

Month	Schools in Sample	Schools Deleted	Schools Refusing (1)	(2)	Schools Responding	Percent Response	PQ	PRS	Total PRS/ Schools	Schools W/No Incidents
Phase I & II										
February	793	4	55	121	613	78	588	2,521	4.24	151
March	789	1	94	145	549	70	539	2,634	5.06	154
April	781	4	41	166	570	73	565	1,713	3.21	168
May	762	1	58	167	536	70	522	1,677	3.22	158
Subtotal	3,125	10	248	599	2,268	73	2,214	8,545	3.94	631
September	819	6	52	143	618	76	584	913	1.84	251
October	809	20	65	153	571	72	565	1,837	3.93	154
November	818	11	57	173	577	71	570	1,592	3.31	177
December	858	14	51	171	622	74	600	1,526	2.64	288
Subtotal	3,304	51	225	640	2,388	72	2,319	5,868	2.90	870
Total	6,429	61	473	1,239	4,656	73	4,533	14,413	3.44	1,501

TABLE C-25. DATA FROM TEACHERS BY MONTH

Month	Eligible	Response	Participation Rate	Questionnaires Per School
February	3,981	3,267	82	38.0
March	3,907	2,993	77	39.4
April	3,426	2,541	74	32.6
May	4,043	2,903	72	37.7
Subtotal	15,357	11,704	76	36.9
September	3,587	2,782	78	33.1
October	4,250	3,268	77	38.9
November	3,813	2,967	78	39.0
December	4,282	3,174	74	39.2
Subtotal	15,932	12,191	77	37.5
Total	31,289	23,895	76	37.2

TABLE C-26. DATA FROM STUDENT QUESTIONNAIRES BY MONTH

Month	Eligible	Response	Participation Rate	Questionnaires Per School
February	5,243	4,013	77	46.7
March	4,471	3,699	83	48.7
April	4,683	3,846	82	49.3
May	4,564	3,695	81	48.0
Subtotal	18,961	15,253	80	48.1
September	5,113	4,253	83	50.6
October	5,129	4,202	82	50.0
November	4,390	3,600	82	47.4
December	5,065	4,065	80	50.2
Subtotal	19,697	16,120	82	49.6
Total	38,658	31,373	81	48.9

TABLE C-27. DATA FROM STUDENT INTERVIEW BY MONTH

Month	Eligible	Response	Participation Rate	Questionnaires Per School
February	1,011	781	77	9.08
March	854	728	85	9.58
April	878	771	88	9.88
May	869	729	84	9.47
Subtotal	3,612	3,009	83	9.49
September	998	852	85	10.14
October	1,027	861	84	10.25
November	881	753	85	9.91
December	1,033	808	78	9.98
Subtotal	3,939	3,274	83	10.07
Total	7,551	6,283	83	9.79

TABLE C-28. DATA FROM STUDENT PICs BY MONTH

Month	Eligible	Response	Participation Rate	Questionnaires Per School
September	998	819	82	9.75
October	1,027	820	80	9.76
November	881	722	82	9.50
December	1,033	762	74	9.41
Total	3,939	3,123	79	9.61

SECTION 5. DATA PREPARATION

RECEIPT CONTROL OF DATA FROM SAMPLE SCHOOLS

Phase I

Phase I Principal Questionnaires (PQI) and Principals Reporting Sheets (PRS) returned by mail were routed on a flow basis to a central checkin point for initial processing. The date of receipt and batch number assigned to each questionnaire were noted by school identification (ID) number and type of instrument. Individual PRS identification labels were placed on the PRS forms received. The instruments were then transmitted to the data-processing section for event coding and entry into an automated survey support system which maintained a daily count on the number of questionnaires received. Next, batches were routed to the manual premachine editing section where certain checks were made on the forms and all open-ended questions were coded. Questionnaires were then transmitted to the direct data entry section to be transformed into machine-readable form. After data entry, batches of questionnaires were placed in temporary storage for hard-copy reference as necessary. Eventually the questionnaires will be destroyed. A flow diagram of this process appears on the next page.

The automated survey support system mentioned above was designed to monitor the operational aspects of a survey from the initial mailout of survey instruments until an edited machine-readable data base has been established. The system maintains data which reflect the current survey status of each school as well as useful historical information which describes its sequencing through the various event steps. The system can also provide, via user request, statistics on each event which has been defined, as well as mailing labels or specific information for certain schools or groups of schools. A list of the events monitored for each school with the codes used to record the event is given in Appendix D, Part 8.

Phase II

Data receipt for the Phase II schools was handled slightly differently from that for the Phase I schools, as shown in the flow diagram on the next page. Teacher Questionnaires (TQ), Student Questionnaires (SQ), Student Interview Questionnaires (SI), and Post Interview Checks (PIC) were returned to RTI in special cartons called "hardshells," sent by the field interviewer assigned to the school. PQ and PRSs were either returned in envelopes by mail as in Phase I, or they could be returned in the hardshells with the other forms. The instruments were routed to a checkin point for initial processing. Sequential labels were placed on the TQs and PRSs to identify them uniquely within the system. All SQs with accompanying SIs and PICs were also given sequential labels; each SI and PIC was given the identical label as the corresponding SQ. The rest of the SQs were also given sequential student labels. The forms were then batched by instrument and the date of receipt and batch number assigned to each instrument were noted.

Next, the questionnaires were transmitted to the data-processing section for entry into the automated survey support system as explained earlier. The batches went to the manual premachine editing section where all open-ended questions were coded and other edit checks were made prior to direct data entry when the questionnaires were transformed into machine-readable form. Finally, the batches of questionnaires were placed in temporary storage and will be destroyed at a future date.

OVERVIEW

Manual Premachine Editing

Premachine editing consisted of rounding fractions of numbers, percentages, or dollars to the nearest whole number; checking for consistency of answers or correctness of units reported; and coding all open-ended questions. The work of the editors was checked systematically by taking a 10 percent sample of each editor's work. Anytime the error rate exceeded 1 percent for an individual, that person's work was checked 100 percent until the error rate returned to less than 1 percent. Any errors noted during the systematic check were brought to the attention of the individual who had made the error.

Principal Reporting Sheet (PRS)

Manual recoding of alphabetic information into numeric form was used for several areas of this questionnaire prior to transformation into machine-readable form. Although the response to item 19, the incident description, was not included in the data file, information to complete answering the other questions was obtained, as possible, by reading the information given there. Codes were added to questions 1, 4, and 8 to indicate what type of "other offenses" were committed as listed in item 19. Each portion of questions 1, 4, and 8 could also be coded as "03" if the offenders tried to and actually did commit the offense, or "04" if they just threatened to commit the offense. Question 2 was coded "03" if the property belonged partly to the school and partly to an individual(s). Codes were also added to questions 5, 12, and 18 to give numeric values to the alphabetic information on the lines marked "specify." The parts of questions 5, 12, and 18 were each coded "01" when they were circled and were left blank when not circled. Questions 8-5, disruption of school activities, was coded "08" for "fight." Questions 14, 15, and 16 were coded to indicate whether the answers were actual values given on the form, were estimated in some manner from the response to item 19, or were still left blank. During May only, forms reporting incidents occurring after May 21 were pulled and never added to the data file. A list of the codes for the PRS and their meaning is given by question in Appendix D, Part 8.

Principal Questionnaire - Phase I (PQI)

Several types of editing were done on this form. First, if a fraction were given in questions 4 or 5, the answer was rounded down. For questions 6, 7, 11, 16, and 17, the answer was rounded up or down to the nearest whole number. The grades K-12 or any combination thereof were the only answers allowed for question 3, "grades taught at your school", with each grade coded in a separate field as "01" if taught. All other answers, such as "night school," were considered out-of-range and were eliminated. For question 18, if the box indicating "no discipline problem" were checked and a-e were blank, they were each coded as "09." The description in question 21.a was coded as "01" if a valid description of a homicide were given. Question 26 was coded "01" for a "yes" response and "02" for a "no" response.

Open-ended codes were supplied for three questions, 14.h, 23, and 24, where the principal was asked to specify a response in the "other" category when the answer could not be forced up into one of the earlier precoded responses to the question. Codes were also supplied for open-ended questions 20, 22, and 25 to recode alphabetic information into numeric form for data entry. Up to five answers could be coded per form for these three questions. These codes are all listed in Appendix D, Part 8.

Principal Questionnaire - Phase II (PQII)

Editing for this questionnaire was similar to that for PQI. The answers to questions 6, 7, 10, 31, 32, 43, 44, 50, 51, 52, 56, 57, 58, 60, 61, 62, and 70 were always rounded to the nearest whole number if a fraction were listed, while the answers to questions 37, 45, 46, 47, and 48 were always rounded down when a fraction was listed. For question 8, only grades K-12, or any combination of them, was allowed with each grade coded as "01" in a separate field if taught. Any grades outside of this range were deleted. For question 13, the earliest time listed was used for the start of the school day and the latest time listed was used for the close of the school day when more than one time was listed for either answer. Question 17, parts a-e, were coded "04" for "has" if there were no indication of whether or not the devices were dependable. For the answers to question 19, "Which devices?", the letters "a" through "e" were coded as "01" through "05" respectively. A similar convention holds for question 23 where the letters a-h were coded as "01" - "08." In questions 20, 44, 73, and 74 each circled answer was coded as "01" in a separate field. For question 24, when the "does not apply" box was checked, all answers were coded as "93." The description of homicides in question 28 was coded as "01" if it were described adequately. Question 29 parts a-d were coded as "04" if the method were used but the effectiveness of the method not given. If the school were not eligible for Title I funds, question 54 was coded as "9992." For questions 60 and 63, the answer NA was coded as "92."

Open-ended codes were supplied for five questions, 20.h, 21.h, 40, 73, and 74, when the principal was asked to specify a response in the "other" category and the answer could not be forced up into one of the earlier precoded responses. Codes were also supplied for open-ended questions 27, 72, and 75 where up to five alpha answers could be numerically coded for each question. These codes are listed in Appendix D, Part 8.

Student Questionnaire (SQ)

The premachine editing for the SQ consisted of supplying open-ended codes for a number of the questions. The codes for question 3 are given in Appendix D, Part 8, along with the possible codes for question 68. Up to five alpha answers could be numerically coded for question 68. The open-ended codes for the "other" type responses to question 9, 36, 58, 59, 63, 65, and 67 and the codes for open-ended question 69 and the field labeled STDCODE are also given in Appendix D, Part 8. Questions 9, 47, 59, and 67 had each circled answer coded as "01" in a separate field.

Student Interview (SI)

Editing of the SI also consisted of simply coding open-ended questions. For question 4 of Detail I, question 25 of Detail II, and question 3 of Detail III, up to four codes could be used per incident. Up to three remarks per incident could be coded for question 28 of Detail I. One code for each incident could be given for questions 6. Specify, 25. Specify, 30. Specify, 33. Specify, 34. Specify how, and 34. Specify of Detail I; questions 3. Specify, 22. Specify, 27. Specify, 30. Specify, 31. Specify how, and 31. Specify of Detail II; and questions 5. Specify, 23. Specify, 24. Specify how, and 24. Specify of Detail III. All of these codes are given in Appendix D, Part 8.

For questions 6, 25, 30, 33, and 34 of Detail I, each circled answer was coded as "01" in a separate field. The same was true of questions 3, 27, 30, and 31 of Detail II and questions 5, 23, and 24 of Detail III.

It is important to note here that the SI was broken down into incidents for the data files. Each questionnaire has one record for each incident reported for each of the three detail sections. If the student had no incidents to report for any one of the details, there is one record for that detail(s) indicating that the student did not report any incidents of that type. This system will be further explained in a later discussion of the data files.

Post Interview Check (PIC)

The only editing of the PIC consisted of providing codes for the reasons for discrepancies between the answers given on the SQ and the answers given during the SI. Up to three reasons could be coded to explain each discrepancy. These codes are given in Appendix D, Part 8. Also, up to eight discrepancies could be recorded by adding an extra page or two to the questionnaire although there is actually space for only five discrepancies printed.

Teacher Questionnaire (TQ)

Several editing operations were carried out on the TQ. Answers to questions 1, 9, 18.i.b, 23.a-d, 30, 31 , and 33.a-d are always rounded to the nearest whole number. For questions 10, 17, 18.f, and 18.g, each circled answer is coded as "01" in a separate field. Open-ended codes were supplied for several questions. The codes used for questions 5 and 40 are given in Appendix D, Part 8. Up to five answers could be coded in answer to question 40. Open-ended codes are also given for questions 6, 8, 18.f, 18.g, 18.h, 18.i.a, 31, and TCHCDE. These are also listed in Appendix D, Part 8. It was possible to code up to five stolen articles for question 18.i.a.

Special Teacher Followup Questionnaire

The premachine edit for this questionnaire was similar to that for other questionnaires. The total number of calls made and a final result code (see Appendix D, Part 8 were entered on the front page. The boxes for each question were numbered 1, 2, and 3, and the explanations for duplicate recording were coded with open-ended codes as listed in Appendix D, Part 8.

ERROR AND MISSING DATA CODES

When editing and keying the forms through the direct data entry operations, all questions were checked for the possible necessity of certain standard codes which were applied uniformly across the forms. These codes are listed below:

94 - Don't know. This code indicates a written response indicating the answer was not known.

95 - Bad data or out-of-range. This code indicates an inappropriate answer to a question as a written response when a number should have been circled, a response exceeding the specified field width, or a value outside a specified range for an item.

96 - Multiple response. More than the allowed number of answers were given for an item.

97 - Refusal. The respondent refused to answer the question either by written statement or in an interview.

98 - Blank or nonresponse. This code represents nonresponse in all cases other than those defined as legitimate nonresponse.

99 - Legitimate nonresponse. This is used when the respondent should not have answered the question and did not, i.e., he was routed around the item.

The above codes apply to data items with two digit fields only. For items with 3 digit fields, the error codes have two leading nines followed by the appropriate digit indicating the class of error; that is, 994 through 999. For four or more digit fields, the number of nines is increased accordingly.

DIRECT DATA ENTRY OPERATIONS

The Safe School Study questionnaires were transformed to machine-readable form by the use of direct data entry programmable terminals. Major advantages of this type of data transformation included higher speed, fewer processing steps, and lower transcription error rates. The terminals were programmed to accept only values within a specified range for most of the data fields, and only specified field widths for all data items. Acceptable ranges for fixed format variables were decided prior to data entry and were programmed for the terminals; data provided by the respondent which were outside these a priori ranges were specially coded to indicate that condition. Additionally, all ID numbers were coded with check digits which were automatically verified by the terminals.

Quality control of the data was maintained by randomly selecting approximately 10 percent of the questionnaires in each batch after keying and transmission of the original data. Two additional rekeyings were done by independent operators for each of the selected questionnaires. A statistical analysis of the triplicate keying of each selected questionnaire was then performed to determine unbiased estimates of the error rate in the original keying of the data. If an operator's error rate exceeded 0.5 percent, the operator was informed of the mistakes and retrained as necessary.

MACHINE EDITING PROCEDURES

Overview

One of the major steps taken toward preparing Safe Schools data tapes for public release was machine editing, which involved recoding all uninterpretable responses and some logical recoding of other responses. As a result, the final data file contains only one valid response codes and two codes describing types of erroneous or missing data. The types of machine edits are described in the subsections which follow, and depicted in the flow diagram which appears in Figure C-5.

Range Checks

This portion of the machine editing dealt with out-of-range data. The responses for each variable were checked against a specified range of acceptable values. Any value which fell outside of this range was recoded to "95" for two-digit fields, "995" for three-digit fields, etc. The ranges for each variable along with the number of values found out-of-range for that variable and the percent of data records with out-of-range values are given by questionnaire type in Appendix D, Part 10.

Consistency Checks

A second portion of the machine editing sequence was concerned with checking the consistency of an individual's responses over the entire questionnaire. For the PRS, a set of 19 internal checks, or response comparisons, were selected for this purpose. A set of 11 checks was developed for PQI while there were 93 internal checks for PQII and 18 internal checks for SQ. The SI had a set of 13 internal checks for Detail I, 6 internal checks for Detail II, and 2 internal checks for Detail III. Finally, a set of 24 internal consistency checks was developed for the TQ. There were no consistency checks for the PIC or the Special Teacher Followup Questionnaire.

No changes were made to the data records as a result of these consistency checks. However, there is one record in an edit file for each record in the data file. The edit file records consist of an ID in position 1-6, which is the same as the ID in position 9-14 of the data file, and a field for each edit. The three edit files for the SIQ have a slightly different ID, which is eight characters in length. For these edit files, the first two characters are the same as the first two characters of the detail record and the next six characters are the Student ID. An edit field is set equal to "1" if the edit fails and is set equal to "0" if the questionnaire does not fail the edit. A complete list of the edits developed for each of the six questionnaires may be found in Appendix D, Part 9, along with the number and percent of records which failed each edit.

Routing Checks

A routing question is one that either implicitly or explicitly directs a respondent around other questions in the instrument. The aim of the routing questions is to move respondents quickly around questionnaire sections that do not apply to them. A routing-check program was developed to differentiate between legitimate nonresponse due to a routing pattern (coded 99) and other nonresponse (coded 98). If a respondent should have answered a block of questions, any nonresponse to those items is considered illegitimate and is left coded as 98; that is, he is expected to answer all items in the block. Also, if the routing question is answered in a manner indicating that a group of questions was to be skipped and any one question of that group was answered, then any nonresponse code (98) is not changed to a legitimate response code (99). Nonresponse would be coded 99 (legitimate nonresponse) when the respondent did not answer any of the group of questions he was routed around. Items which were part of a question with directions to "circle all that apply" were also coded 99 (legitimate nonresponse) if at least one part of the question had an answer other than illegitimate nonresponse (98).

Tables listing the routing questions by questionnaire are given in Appendix D, Part 11. These tables list the routing question, the responses that imply skipping a group of items, and the items the respondent was to skip. The question groups with directions to "circle all that apply" are given by questionnaire in Appendix D, Part 12.

Questions Deleted by School Districts

Certain school districts participated in the Safe School Study with the understanding that some of the questions would be deleted from the questionnaires presented to their students and teachers. For two of these districts, questions 28 through 35 of the SQ were deleted. For a third school district, questions 10, 12, 13, 15, 28-33, 39, and 44 were deleted from the SQ and questions 29 and 32 were deleted from the TQ. In all such cases, these questions were recoded to "97," the refusal to answer error code, for all questionnaires from these school districts.

Special Machine Edits for the Student Interview Questionnaire

The SI was handled somewhat differently from the other questionnaires in that it was originally keyed in as one long form and was later divided into separate detail records with one record for each incident described within each detail. Every student had at least one record for each of the three details whether they described any incidents or not. Some special edits were done on the original file prior to its division into detail records. After the files had been separated, range, consistency, skip pattern, and "circle all that apply" edits were implemented.

The original file consisted of one long record with four incident descriptions in each of the three details. If there were not four incidents to describe, the extra descriptions would be left blank (coded as 98). The following description of the special edits discusses only one detail section. Each section was edited in the same manner.

Four screening question numbers were keyed in from the top of each page of the questionnaire. As usual, if no incidents were described, these would be coded as 98. The first special edit checked to see that these screening question fields were all the same within an incident description. If these fields were not all the same, the entire record was printed out for visual checking. In most cases, the error could be resolved without looking at hard copy if an error had been made in the position of keying the screening question number, or if the interviewer and keyer had left one of the screening question number fields on the questionnaire blank when an incident was described. If the position of keying the screening question number were wrong, the rest of the page was also checked for similar errors in keying. If the error could not be resolved readily in one of these two ways, the hard copy of the questionnaire was located and checked to discover the nature of the error and appropriate action was taken.

The second special edit consisted of forming a screening question field similar to those at the top of each page but based on the answers given in the screening questions for that detail. This field was formed slightly differently for Detail I in the spring than in the fall as spring questionnaires asked the student to describe only the most recent incident when money or things worth less than $1 were taken from him during the last 2 months, while fall questionnaires asked the student to describe all such incidents. Once this field of screening question numbers was formed, it was compared to the actual fields of screening question incidents described. If there were a difference in the question numbers, the entire record was printed out. In all such cases, the hard copy was then pulled and changes were made as indicated.

In some cases, errors were still apparent after looking at the hard copy. These forms were referred to the RTI and NIE Project Directors for further action. Thefts of less than $1 in the fall and robberies of less than $1 in both the spring and fall were expanded to agree with either the number in the screening question or the number of incidents described, whichever was greater. If an incident description were made up, the incident was described like other similar incidents on that detail with the exception that half of the new incidents would be target month and half would be pretarget month. For all other types of incidents, the screening question value was made to agree with the number of incidents described in the detail. The only exceptions occurred when a student described an exceptionally large number of incidents, in which case all incidents described were blanked out and it was made to appear that nothing had happened to the student. This was done so that a few students would not drastically change the results.

After these edits, the questionnaire was divided into the separate detail records. First, four incidents were created per detail with blanks filling the screening question portion of the second, third, and fourth incident descriptions. Next, incidents two, three, and four were checked and, if they consisted of all blanks (98s), they were deleted. The first two digits of each new record were also changed. They became "00" on the only record if no incidents were described, "01" on the second record if two incidents were described, "03" on the first record, "02" on the second record and "01" on the third record if three incidents were described, etc. This field must be used with the student ID in order to uniquely identify any record. The questionnaire was now ready for the usual range, consistency, and skip pattern edits.

Other Special Machine Edits

Special edits were implemented to check the consistency of answers to questions concerning the incidence of crimes on several questionnaires. These edits are all similar and were developed for question 21 on the PQI, question 28 on the PQII, questions 19-23 on the SQ, and questions 13-16 on the TQ.

On each question, the first part asks if a certain type of crime occurred during a given time period and the second part asks how many times the crime occurred if the answer to the first part is "yes." The edit has two parts. First, if the answer to the first part were "no," answers to the second part must be "0" or "98"; all "0's" are changed to "98" (blank) as this portion should not have been answered. Second, if the answer to the first part were "yes," at least one field in the second part of the question must have an answer other than "0" or "98"; all "98's" (blanks) are changed to "0." Any forms which were in error were printed out. During the spring, hard copy was pulled and corrections were made if the error appeared to have occurred during the keying process. In the fall, the hard copy of the TQ and SQ were pulled for error correction. For any answers still conflicting after this scrutiny, all fields of the questionnaires were changed to "95" for "out-of-range" data. The number of times the "out-of-range" codes were inserted is given by question in Table C-29.

Question 15 of the TQ had a further edit in that the fields were all changed to "95" if the teacher were a male who indicated that he had been raped. This was to eliminate any cases of male rape from the file.

CONTENTS AND ORGANIZATION OF DATA FILES

Overview

A data file was created for each different type of form. Each file contains one record for each form received. All files contain certain uniform variables at the beginning and end of each record. The first 11 variables give information to uniquely identify each form and give information on the keying process. The last 12 variables give information on the Phase of the study and weighting and reporting variables. Codebooks for each data file giving the variable number, variable name, beginning and ending positions, range check information, and a variable label for each field in the file appear in Appendix D, Part 13. Table C-30 also gives the number of records and observations on each file along with the number of edits done for each record.

Special Notes for Data Files of Specific Forms

Principal Reporting Sheet. Several notes are pertinent to the creation of the PRS data files: (1) Special forms consisting of all "0's" for variables other than the first 11 or last 12 were created if no incidents occurred at the school during the reporting period. (2) All January weekly PRS forms have an aggregate weight of zero as they cover a different time period from the other forms. (3) Some of the schools were selected to be in both the sample for Phase I and the sample for Phase II. As the PRS forms for the two phases of the project are in separate data files, the PRS forms of these schools were copied from the Phase II file into the Phase I file and appear in both.

Principal Questionnaires - Phases I and II. Several forms were converted from Phase I format to Phase II format or from Phase II format to Phase I format for different reasons by picking out the same questions and transferring answers to the other format. In converting from Phase I to Phase II, any questions not asked on the Phase I questionnaire were filled with the refused to answer code of "97" in the Phase II format. The only difficulty in converting both ways came when converting between questions 9 and 12 on the Phase I questionnaire and questions 17 and 29 on the Phase II questionnaire. These questions were the same; however, answers on the Phase I questionnaire were "yes" or "no" and answers on the Phase II questionnaire were "did not have," "has, dependable," and "has, not dependable." On coverting, the "no" became "did not have" and vice versa. In converting from Phase II to Phase I, both "has, dependable" and "has, not dependable" became "yes." In converting from Phase I to Phase II, the "yes" answer was given a new code ("04") for "has, unknown dependability."

There were several reasons for converting from one phase of a PQ to another: (1) Some Phase II schools refused to participate in Phase II but agreed to participate in Phase I and their Phase I questionnaires were converted to Phase II PQ's. (2) Phase II questionnaires were converted to Phase I PQ's if a school were selected to be in both the Phase I and Phase II samples. (3) Indiana Phase I schools received Phase II questionnaires for a special substudy and these were converted to Phase I PQ's for this study.

Student Questionnaire. No special steps occurred in creating this data file.

Student Interview. This questionnaire was separated into three separate detail files and a special sort field was added to each record as explained in the section. Although different numbers of records exist on each detail file due to varying number of incidents reported, the records on all three files represent the same 6,283 students. Both the student ID and the sort field must be used in order to sort the file correctly and to identify uniquely each record.

Student Post Interview Check. The PIC was administered to every student who was given the SIQ during the fall months. It was not used during the spring. If a PIC were not received for a student for whom there was an SIQ in the fall, a record of all "98's" was created for the PIC file for that student. The file also allows for up to eight discrepancies with all discrepancies for question 19 of the SQ reported in the first section, all discrepancies involving question 20.a of the SQ in the second slot, and so on through questions 20.b, 21, 22.a, 22.b, 23.a, and 23.b.

Teacher Questionnaire. The TQ was accepted into the file only if the teacher taught grades 7 through 12. If the teacher indicated that he taught in grades 6 or below or did not indicate which grade he taught and grades below 7 were taught at the school as indicated on the PQ or control file, the questionnaire was deleted from the file. If a TQ were deleted and there were a matching Teacher Telephone Followup Questionnaire, it was deleted also.

No special manipulation was required to create the file from February through October. However, during November and December two different types of questionnaires were used. These questionnaires differed only in questions 13 through 16 where information was requested about the number and type of crimes in which the teacher was a victim. The first type of questionnaire asked about crimes occurring during the target month and then crimes occurring during the pretarget month as on questionnaires from February through October. The ID of teachers with this type of questionnaire began with the number "9" and these teachers were given the Teacher Telephone Followup Questionnaire. The second type of questionnaire asked about crimes occurring from the beginning of the school year through the end of the target month and then about crimes occurring during the target month. In this case, the information about the target month was put in the same fields as on the first type of questionnaire and the information from the beginning of the school year through the target month was placed where the pretarget month data were on the other questionnaires. In this case, the teacher ID began with a number other than "9" and the Teacher Telephone Followup was not administered. The pretarget month data were all "95" if a teacher received the wrong type of questionnaire for his ID.

Teacher Telephone Followup Questionnaire. This questionnaire was given to every teacher who was in the November or December sample and who had a teacher ID beginning with the number "9".

The Community Variable File

The community variable file was a special data file created to supply community information about each Phase II school. Most of the information was extracted from the 1970 Census tape. The weather information was obtained from the National Weather Bureau and the unemployment data came from local unemployment offices. The weather and unemployment data cover the month of participation of the school in the Safe School Study. If the weather and unemployment data were collected for the wrong month or were not collected, all weather and unemployment data fields were filled with 9's except the code and sign, which remained blank. A complete description of the data file appears in Appendix D, Part 13.

TABLE C-29. INSERTION OF OUT-OF-RANGE CODES IN QUESTIONS ABOUT CRIMES

Questionnaire Type	Question Number	Variable Names	Times Out-of-Range Codes Inserted
Principals' Questionnaire Phase I	21.a	PP2Q21A PP2Q21AN PP2Q21AD	4
	21.b	PP2Q21B PP2Q21BN	4
Principals' Questionnaire Phase II	28.a	PP2Q28A PP2Q28AN PP2Q28AD	1
	28.b	PP2Q28B PP2Q28BN	1
Student Questionnaire	19.	STDQ19 STDQ19A	382
	20.	STDQ20 STDQ20A STDQ20B	493
	21.	STDQ21 STDQ21A	659
	22.	STDQ22 STDQ22A STDQ22B	784
	23.	STDQ23 STDQ23A STDQ23B	554
Teacher Questionnaire	13.1	TCHQ131 TCHQ131A TCHQ131B	126
	13.2	TCHQ132 TCHQ132A TCHQ132B	127
	14.1	TCHQ141 TCHQ141A TCHQ141B TCHQ141C	314
	14.2	TCHQ142 TCHQ142A TCHQ142B TCHQ142C	319
	15.1	TCHQ151 TCHQ151A TCHQ151B	81
	15.2	TCHQ152 TCHQ152A TCHQ152B	81
	16.1	TCHQ161 TCHQ161A TCHQ161B	92
	16.2	TCHQ162 TCHQ162A TCHQ162B	85

TABLE C-30. NUMBER OF FORMS RECEIVED AND NUMBER OF EDITS PER FORM BY QUESTIONNAIRE TYPE

Form	Number Records	Number of Field Positions per Record	Total Number of Observations	Number of Range Edits	Number of Consistency Edits
Incident Report Sheet - Mail Survey	15,894	114	1,811,916	120	19
Phase I Principal Questionnaire - Mail Survey	3,910	109	426,190	114	11
Phase II Principal Questionnaire - Mail Survey	623	261	162,603	267	93
Phase II Student Questionnaire - "On-Site" Survey	31,373	167	5,239,291	173	18
Phase II Student Interview Questionnaire - Detail I - "On-Site" Survey	6,410	84	538,440	90	13
Phase II Student Interview Questionnaire -	6,467	75	485,025	81	6
Phase II Student Interview Questionnaire - Detail III - "On-Site" Survey	7,563	56	423,528	62	2
Student Post Interview Check "On-Site" Survey	3,274	56	183,344	62	0
Phase II Teacher Questionnaire - "On-Site" Survey	23,895	187	4,468,365	193	24
Phase II Teacher Followup - Telephone Survey	1,982	55	109,010	61	0
Total for all forms	101,391	1,164	13,847,712	1,223	186

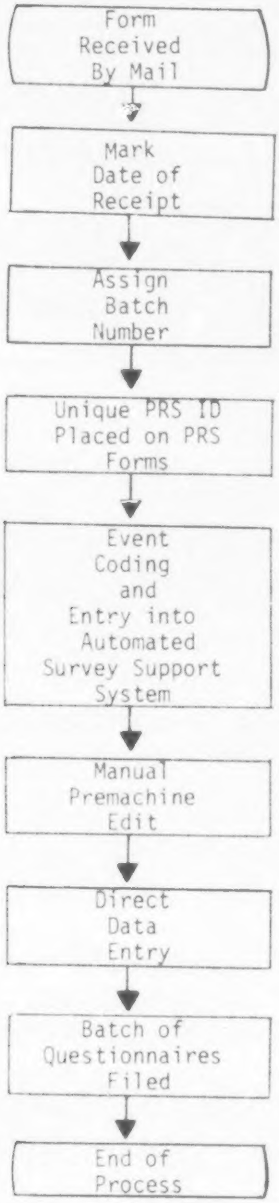
Form Received By Mail
Mark Date of Receipt
Assign Batch Number
Unique PRS ID Placed on PRS Forms
Event Coding and Entry into Automated Survey Support System
Manual Premachine Edit
Direct Data Entry
Batch of Questionnaires Filed
End of Process

FIGURE C-3. RECEIPT CONTROL OF DATA, PHASE I

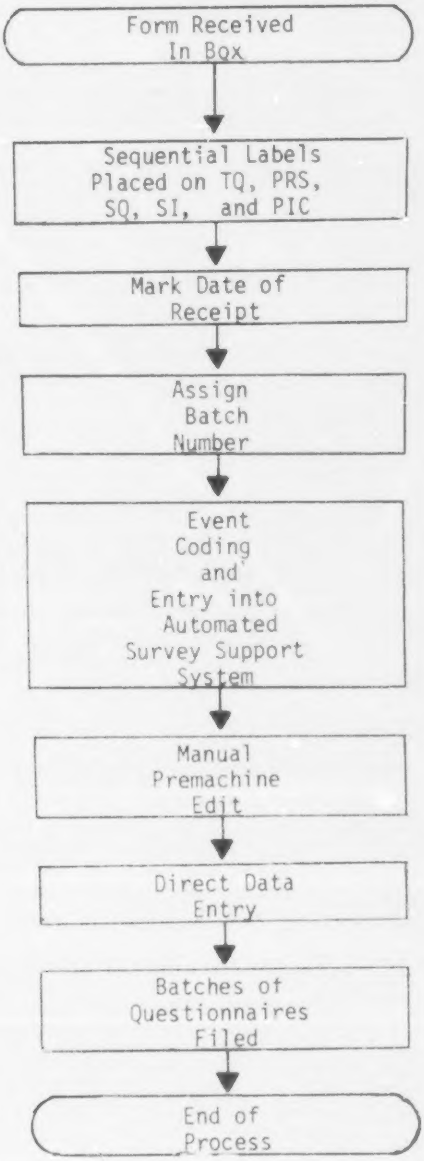
Form Received In Box
Sequential Labels Placed on TQ, PRS, SQ, SI, and PIC
Mark Date of Receipt
Assign Batch Number
Event Coding and Entry into Automated Survey Support System
Manual Premachine Edit
Direct Data Entry
Batches of Questionnaires Filed
End of Process

FIGURE C-4. RECEIPT CONTROL OF DATA, PHASE II

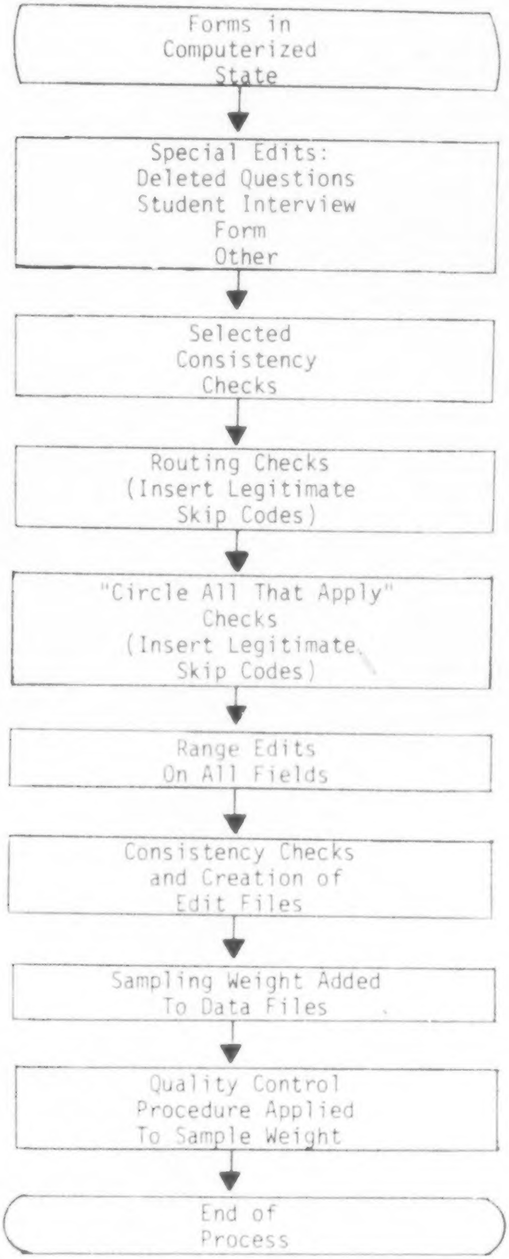
Forms in Computerized State
Special Edits: Deleted Questions Student Interview Form Other
Selected Consistency Checks
Routing Checks (Insert Legitimate Skip Codes)
"Circle All That Apply" Checks (Insert Legitimate Skip Codes)
Range Edits On All Fields
Consistency Checks and Creation of Edit Files
Sampling Weight Added To Data Files
Quality Control Procedure Applied To Sample Weight
End of Process

FIGURE C-5. MACHINE EDITING AND WEIGHTING PROCEDURES

SECTION 6. DATA ANALYSIS METHODOLOGY

INTRODUCTION

The section describes the elements of the descriptive data analysis plan implemented by RTI for the Safe School Study. Some of the statistics derived from this analysis appear directly in the Safe School Study Report; others were used as preliminary data for further analysis by NIE. Subsections two and three define the reporting variables and the outcome variables used in the descriptive data analyses. The final subsection provides the statistical methodology used to compute the estimates and their sampling errors. Weighted estimates were used to take into account the complexities of the sample design of the study. Some of those complexities were:

(1) Disproportionate sampling of schools from the sampling strata

(2) Cluster sampling of schools within Primary Sampling Units

(3) Adjustments for nonresponse at the various stages of sampling

The section concludes with a description of the hypothesis testing methodology used in comparing the group results defined by levels of the reporting variables with the total results pertaining to the nation as a whole.

DEFINITIONS OF REPORT VARIABLES

One set of report variables was common to the Principal's Reporting Sheet (PRS), Teacher Questionnaire (TQ), Student Questionnaire (SQ) and Student Interview (SI). These variables were:

(1) Region
Northeast, North Central, South, and West as defined by the Bureau of the Census, 1970

(2) Locational domain
A, B, C, and D as defined in Section 2

(3) Education level
Elementary, junior high, and senior high as defined in Section 2

For the locational domain, the actual location, as determined by RTI using school addresses and city maps, was used in the analysis.

Statistics were generated for each level of these three report variables across all instruments. It should be noted that since no elementary schools were included in the teacher and student samples, no statistics were computed for the elementary education level for the TQ, SQ, and SI sample data. Statistics were also computed for the cells of the tables created by crossing education level with region and education level with locational domain for the PRS, TQ, and SQ data. Again, it should be pointed out that for the PRS data the two tables have a 3 x 4 dimension, whereas for the TQ and SQ the tables have a 2 x 4 dimension since elementary schools were not included in the teacher and student samples. Because so few incidents were reported in the SI, no cross tabulations of education level, region, and location were generated. For these three variables, only the individual one-way tables were produced for the SI data.

The only other reporting variable used in the PRS analysis was month. The months included in this variable were February, March, April, May, September, October, November, December, and January.

For the TQ, the other reporting variables were teacher-specific and included sex, race, length of time teaching at the school, educational program taught, percent of students taught who are white, percent of students taught who are of low ability, number of students taught who are underachievers, number of students taught who are behavior problems, and month.

The sex variable has two levels: male and female. The race variable has four levels: white, black, Spanish-American, and other. The length of time teaching at the school variable assumed the following five levels: less than 1 year, 1 to 4 years, 5 to 9 years, 10 to 14 years, and 15 or more years. Three levels were defined for educational programs taught: college preparatory or academic, general, and other. Categories for the remaining report variables, except for month, were determined from an open-ended question. Because the questions relating to these variables contained several parts, a rule had to be determined to differentiate between nonresponses and blank responses that were meant as zeros. For the two questions that required a response in percent, all parts of the question had to have a missing data code for the percent white students taught and percent low-ability students to be coded missing. If there were at least one part of the question with a positive nonzero code, then if the percent white or percent low-ability were coded a missing value, the missing value code was changed to zero percent. The responses to the questions that determined the number of underachievers and the number of behavior problems were not changed. Thus, zero responses to these questions had to be entered by the teacher.

The responses to these four open-ended questions were collapsed into categories containing specified ranges of responses. The percent white students responses were collapsed into three categories as follows:

(1) 0% to 33% white students

(2) 34% to 66% white students

(3) 67% to 100% white students

The responses to the question pertaining to the percent low-ability students were collapsed into the following four categories:

(1) 0% to 25% low-ability students

(2) 26% to 50% low-ability students

(3) 51% to 75% low-ability students

(4) 76% to 100% low-ability students

For the remaining two open-ended report variables, it was required to form five categories of responses with each category containing approximately 20 percent of the respondents. To determine the break points for the quintiles, a frequency distribution of responses was generated for each question. The quintiles defined by this process for the question concerning the number of students who are underachievers are the following:

(1) 0 to 10 underachievers

(2) 11 to 20 underachievers

(3) 21 to 30 underachievers

(4) 31 to 50 underachievers

(5) 51 or more underachievers

For the question requesting the number of students who are behavior problems, the quintiles were defined as follows:

(1) 0 to 3 behavior problems

(2) 4 to 6 behavior problems

(3) 7 to 10 behavior problems

(4) 11 to 20 behavior problems

(5) 21 or more behavior problems

The month reporting variable assumes different meanings according to what subset of the teacher questionnaire is being used in the particular analysis. Each teacher was asked to report incidents that happened during the month immediately preceding the month of questionnaire administration, which will be called target month data. The teachers were also asked to report incidents that occurred during the school month immediately preceding the target month, which will be called the pretarget month. In analyses that use the target month data, the month variable refers to the target month. For analyses that use pretarget data, the month variable identifies the target month so the statistics actually pertain to the previous school month. When both target and pretarget data are used, the month variable represents the actual month to which the data correspond. For example, statistics generated for the month of February using both the target and pretarget data will have February target month responses and March pretarget month responses because the March pretarget data are actually a report of incidents that occurred in February.

The SQ and SI analyses had the same set of student-related report variables. These report variables are:

(1) Sex

(2) Race

(3) Grade

(4) Presence of a father in the home

(5) Maximum educational level of parents

(6) Ever suspended from present school

(7) Ever failed a grade

The sex variable was used directly from the questionnaire having two levels, male and female. Responses to the race question were collapsed to form the four levels of the race variable as follows:

(1) Other

(2) Spanish-American

(3) Black

(4) White

Because the student sample was selected from grades 7 through 12 in schools defined by this study as junior high schools and senior high schools, the grade variable had seven levels, viz., one level for each of grades 7 to 12 and one level for a category called ungraded. Any SQ or SI data that had grade coded less than grade 7 were considered to have missing data for the grade variable.

Question 31 of the SQ was used to define the two levels of the presence of a father in the home variable, viz., yes or no.

The maximum parents' education report variable used questions 30 and 33 of the SQ to define the following seven levels:

(1) Eighth grade or less

(2) Some high school

(3) Finished high school

(4) Some college or other schooling after high school

(5) Finished college

(6) Don't know

(7) Parents do not live with student

The level of education recorded for this report variable was the highest level reported for either parent. If neither the response for the mother nor the response for the father were in categories one through five, then if either response were "Don't know," the report variable was categorized as "Don't know." If both responses for mother and father were "does not live with me," then the report variable was coded "Parents do not live with student." All other possibilities for the questions 30 and 33 were reported as a missing value.

The "ever suspended from present school" variable (yes or no) was defined using question 42 of the student questionnaire. The "ever failed a grade" report variable similarly has only two levels (yes or no), and was defined using question 54 of the student questionnaire. The final report variable for the SQ and SI analyses was month. The instrument used for the SI data collection was similar to the TQ instrument in that data for both the target and pretarget months were obtained. Thus, the interpretation of the month report variable is the same for SI as for TQ.

For the SQ, only target month data were obtained. Therefore, the month report variable is interpreted exactly as it appears. The actual months included by this report variable are February, March, April, May, September, October, November, December.

DEFINITIONS OF OUTCOME VARIABLES

Overview

With regard to the data analyses referred to in this section, there are certain properties of the data which were analyzed that are common to all four questionnaires (PRS, TQ, SQ, and SI). The first of these properties is that the data collected represent a time period of 1 month regardless of whether the data were for a school, a teacher, or a student. The TQ and SI obtained data for two separate 1-month periods, whereas the PRS and SQ obtained data for only a single 1-month period. Another point of commonality is what will be referred to as missing data. This term refers to a multitude of evils as follows:

(1) Bad data

(2) Multiple responses

(3) Refusal to answer

(4) Blank or no response

(5) Don't know

These terms have been explained in a previous section. The other common property is the use of a "logical skip" code (also explained in a previous section). This is a valid response and, depending on the instrument, was either considered a nonincident or as zero incidents. Because the PRS was a report for each individual incident, the "logical skip" was considered a nonincident. In all the other instruments where the unit of analysis was the number of incidents, a "logical skip" was considered as a zero number of incidents.

Principal's Reporting Sheet Outcome Variables

The PRS involved the analysis of 22 basic variables, as follows:

(1) Trespass on school property
(2) Break into school building
(3) Theft from school
(4) Theft from individual
(5) Burglary
(6) Set off bomb
(7) Set fire
(8) Property damage
(9) False fire alarm
(10) Other offense against property
(11) Robbery
(12) Assault
(13) Physical fight between individuals
(14) Group conflict
(15) Rape
(16) Murder
(17) Other offense against persons
(18) Sell, use or possess drugs
(19) Use or possess alcohol
(20) Possess weapons
(21) Disrupt school activity
(22) Any other offense

Except for burglary, all of these variables could take on five different values - threatened offense, tried offense, actual offense, logical skip, and missing. Burglary took on the values actual burglary, logical skip, and missing. This makes a total of 64 outcome variable levels (excluding logical skip and missing) for analysis. A logical skip indicated that an incident was not of a certain type, while a missing value indicated that it could not be determined whether an incident was of that type

The 22 basic PRS variables were coded using items 1, 2, 4, 8, and 11 on the PRS. These items were as follows:

Item 1. What did offender(s) do?

- a) Trespass on school property
- b) Break into school building(s)
- c) Steal thing(s) without force/threat against persons
- d) Set off bomb(s)
- e) Set fire(s)
- f) Destroy/damage property willfully (not by bomb or fire)
- g) Set off false fire alarm(s)
- h) Commit other offense(s) against property

Item 2. Property belonged to:

- a) The school
- b) Individual(s)

Item 4. What did offender(s) do?

- a) Take something directly from someone by force, weapons, or threat
- b) Attack someone physically
- c) Participate in group conflict (as in a gang fight or after-game fight)
- d) Rape someone
- e) Kill someone
- f) Commit other offense(s) against persons

Item 8. What did the offender(s) do?

- a) Sell drugs
- b) Use or possess drugs
- c) Use or possess alcohol
- d) Possess weapon(s)
- e) Disrupt school activities
- f) Commit any other offenses not listed above

Item 11. Time of incident:

- a) During school day
- b) Before or after school day
- c) Weekend
- d) Vacation

Variables 1, 2, 6, 7, 8, 9, and 10 were coded using the answers to Item 1 subparts a, b, d, e, f, g, and h, respectively. Variables 11 through 17 were coded using Item 4 subparts a through f, respectively.

Likewise, Item 8 subparts c through f were used to define variables 19 through 22, respectively. All of these variables took their codes directly from the Item subpart answers except that the Item subpart answer of tried and did was recorded as an actual offense. Also, Item 8 subpart e could have been coded as a fight. This was recoded as an actual offense for variable 21 (disrupt school activity).

The theft from school and theft from individual (variables 3 and 4) were derived from Item 1 subpart c and Item 2. If Item 1 subpart c were either missing or a logical skip, then both the theft from school and theft from individual variables were coded missing or logical skip, respectively. Otherwise, if Item 2 indicated that the theft involved only school property, then the theft from school variable was coded using Item 1 subpart c in the same manner as the previous outcome variables, and the theft from individual variable was coded with a logical skip. If Item 2 indicated that only some individual's property were stolen, then the theft from individual variable was coded using Item 1 subpart c and the theft from school variable was coded with a logical skip. If Item 2 showed that both school and individual property were involved, then both of the theft variables were coded using Item 1 subpart c. Any time Item 2 was missing, the corresponding PRS was located and a value for Item 2 was determined from the incident description. This new value was then used to code the two theft variables.

The last PRS outcome is variable 18 -- sell, use, or possess drugs. This outcome variable was coded using Item 8 subparts a and b. If either subpart a or b were answered actual offense or tried and did offense, then the drug abuse outcome (variable 18) was coded as an actual offense; if either subpart a or b of Item 8 were answered as a tried offense, then the drug abuse outcome variable was coded as a tried offense. If variable 18 were not coded as an actual or a tried offense and if either subpart a or b of Item 8 were answered threatened offense, then variable 18 (drug abuse) was coded as a threatened offense. The drug abuse outcome variable was coded as a logical skip if both subparts a and b of Item 8 were coded as logical skips. If variable 18 were not assigned a value by any of these previous conditions, it was considered to be missing.

Teacher Questionnaire Outcome Variables

The TQ involved 16 basic outcome variables, as follows:

(1) All robberies
(2) Robberies involving $10 or less
(3) Robberies involving more than $10
(4) All thefts
(5) Thefts of money or other items with a value of less than $1
(6) Thefts of money or other items with a value of $1 to $10
(7) Thefts of money or other items with a value of more than $10
(8) Thefts of money or other items with a value of $1 or more
(9) All actual and attempted rapes
(10) Actual rapes
(11) Attempted rapes

(12) All assaults
(13) Assaults not requiring a doctor's care
(14) Assaults requiring a doctor's care
(15) All personal violence
(16) All severe offenses

For explanation purposes, these 16 variables can be broken down into the following five subsets: (1) robberies, (2) thefts, (3) rapes, (4) assaults, and (5) personal violence and severe offenses.

The set of three robbery variables was defined using question 13 of the TQ. Question 13 consisted of a target month section and a pretarget month section, each with three parts. The first part was simply a yes/no response to the question, "Did anyone take things directly from you by force, weapons, or threats at school?" If this part were answered "yes," then part two asked, "How many times did this involve losses of $10 or less?" The third part asked, "How many times did this involve losses of more than $10?"

For the responses on the variables, "robberies of $10 or less" and "robberies greater than $10" to add to the total for the "all robberies" variable, rules were adopted for coding the responses to question 13. If the response to part one of question 13 were "no," then the responses to parts two and three were coded zero. If the response to part one of question 13 were "yes," then at least one of the parts two and three had to have a nonmissing response. In this case the missing response was coded zero. If both parts were missing, then part one was also assigned a missing value. Also, if part one had a missing response, then parts two and three were given a missing value.

The set of five theft variables was defined using question 14 of the TQ. This question consisted of four parts in each of a target month and pretarget month section. Part one is the yes/no response to the basic question, "Did anyone steal things of yours from your desk, coat closet, or other place at school?" If the response to part one were "yes," then part two asked, "How many times did this involve thefts of less than $1?"; part three asked, "How many times did this involve thefts of $1 to $10?"; and part four asked, "How many times did this involve thefts of more than $10?"

In a similar way, rules were adopted for coding the responses to question 14 so the sum of the parts would equal the whole. A response of "no" to the first part of the question caused all other parts to be coded zero. If the response to part one were "yes," then at least one of the other three parts had to have a nonmissing response. When at least one part had a valid response, any of the other two parts with missing data was coded zero. If all three parts had no response, then part one was reassigned a missing value. If part one were answered neither yes or no, then all four parts of the question were assigned a missing value.

The only outcome variable in this set that did not come directly from the questionnaire is "thefts of $1 or more." This variable was created by forming the sum of the responses to parts three and four, thefts of $1 to $10 and thefts of more than $10.

The third set of outcome variables is rapes. These three variables were defined using question 15 of the TQ. This question also had a target and pretarget month section, each having three question parts. The first part was a yes/no response to the basic question, "Were you a victim of rape or attempted rape at school?" If the response to the first part were "yes," then the second part asked, "How many times were you a victim of rape?" The third part of the question asked, "How many times were you a victim of attempted rape?"

As was the case for thefts and robberies, special rules were defined so the sum of the responses on the two outcome variables "actual rapes" and "attempted rapes" would equal the response on the variable "all actual and attempted rapes." A response of "no" to the first part of this question resulted in both parts two and three being coded zero. If the response to part one were "yes," then at least one of parts two and three had to have a valid response. If one of the parts two and three had no response while the other had a valid response, then the missing response was coded zero. If the part one response were "yes" but the other two parts had missing data, then the first part was reassigned a missing data code. If part one were not answered either yes or no, then all parts of the question were considered as missing data.

The fourth set of outcome variables can be classified as assault variables. This set of three outcome variables was defined using question 16 of the TQ. This question has three parts in each of a target and pretarget month section. Part one is a simple yes/no response to the basic question, "Did anyone physically attack and hurt you (not including rape or rape attempts reported in Question 15) at school?" If the response to this question were "yes," then that prompted the part two question, "How many times were you attacked and hurt so badly that you saw a doctor?" A "yes" response to part one also prompted the part three question, "how many times were you attacked and hurt but not so badly that you saw a doctor?"

As was the case with the other sets of variables, special rules were used to code the responses to be analyzed for question 16 so the sum of incidents of assaults with a doctor and assaults without a doctor would equal the number of incidents for all assaults. If the response to part one were a "no," then parts two and three were coded zero. If the response to part one were a "yes," then at least one of parts two and three had to have a valid response. If neither of parts two or three had a valid response, then part one was reassigned a missing data value. If either of parts two or three had valid data, then if there were no response to the other part, it was coded zero. Both parts two and three would also be assigned missing data values if something other than a response of "yes" or "no" were indicated for part one.

The remaining two outcome variables were special definitions using combinations of some of the previously defined outcome variables. The personal violence variable was defined as the sum of the all robberies and all assaults variables. If either the all robberies or the all assaults variable, but not both, had missing data, then the variable having the missing data was reassigned a value of zero. If both the all robberies variable and the all assaults variable had missing data, then the personal violence variable was assigned a missing data code.

The other specially defined variable was severe offenses. This was defined as the sum of incidents for the variables robberies of more than $10, assaults requiring a doctor's care, and actual rapes. If at least one of the three variables had a valid response, then any missing value codes for the other two variables were reassigned a value of zero, thus forcing the severe offenses variable to have a valid response. Only when all three of the component variables had missing data codes was the severe offenses variable assigned a missing value.

A data management problem peculiar to the TQ data resulted from a special subsample of teachers selected for a telephone followup survey from the November and December teacher samples. A different questionnaire was administered to the nontelephone subsample than was administered to all other teachers in the sample. The difference was that noncomparable pretarget month data were obtained from the nontelephone subsamples in November and December. Thus, only the target month data for the nontelephone subsample could be used in the TQ analyses. This meant that the weights associated with the pretarget data of the telephone subsample had to be adjusted to reflect the loss of pretarget data from the complementary nontelephone subsample.

Student Questionnaire Outcome Variables

The SQ involved 13 outcome variables, as follows:

(1) All robberies
(2) Robberies involving less than $1
(3) Robberies involving $1 or more
(4) Robberies involving $1 to $10, inclusive
(5) Robberies involving more than $10
(6) All thefts
(7) Thefts involving less than $1
(8) Thefts involving $1 or more
(9) Thefts involving $1 to $10, inclusive
(10) Thefts involving more than $10
(11) All assaults
(12) Assaults with a doctor's care
(13) Assaults without a doctor's care

These outcome variables were defined using the following five questions from the SQ:

19. At school in MONTH did anyone force you to hand over money or things worth less than $1?
(Circle one number. If "yes," follow the arrow.)

1. No
2. Yes (a) How many times? ________________ number

20. Besides things under a dollar, did anyone take money or things directly from you by force, weapons or threats at school in MONTH?

(Circle one number. If "yes," follow the arrow.)

1. No
2. Yes (a) How many times did this involve losses of $1 to $10? ________________ number

(b) How many times did this involve losses of more than $10? ________________ number

21. In MONTH did anyone steal something worth less than $1 from your desk, locker or other place at school?
(Circle one number. If "yes," follow the arrow.)

1. No
2. Yes (a) How many times? ________________ number

22. Besides things under a dollar, in MONTH did anyone steal things of yours from your desk, locker, or other place at school?
(Circle one number. If "yes," follow the arrow.)

1. No
2. Yes (a) How many times did this involve thefts of $1 to $10? ________________ number

(b) How many times did this involve thefts of more than $10? ________________ number

23. At school in MONTH did anyone physically attack and hurt you?
(Circle one number. If "yes," follow the arrow.)

1. No
2. Yes (a) How many times were you attacked and hurt badly enough to have to see a doctor?

______________________ number

(b) How many times were you attacked and hurt but not badly enough to have to see a doctor?

______________________ number

In the above questions MONTH was a specified month of the year.

For each of these questions if the basic question were answered "no," then all associated numerical answers were considered to be zero. Similarly, if the answer to the basic question were missing, then all associated numerical answers were considered missing.

The robbery outcomes (variables 1 through 5) were defined using questions 19 and 20. Questions 21 and 22 were used to code variables 6 through 10 (the theft outcomes) while variables 11, 12 and 13 (the assault outcomes) were coded from question 23. Within each of these three classes of outcome variables it was decided to code the variables consistently (e.g., all assaults would be equal to the sum of assaults with a doctor's care and assaults without a doctor's care). To accomplish this, any missing numerical answers were assigned a value of zero unless all the numerical answers corresponding to a class of outcome variables were missing, in which case all the outcome variables in that class were considered missing. After this, robberies less than \$1, robberies \$1 to \$10, and robberies greater than \$10 were assigned the answers to questions 19a, 20a, and 20b, respectively. Then robberies \$1 or greater were defined as robberies \$1 to \$10 plus robberies greater than \$10 and all robberies as the sum of robberies less than \$1 and robberies \$1 or greater. Similarly, thefts less than \$1, thefts \$1 to \$10, and thefts greater than \$10 were assigned the answers to questions 21a, 22a, and 22b, respectively. Then thefts \$1 or greater was coded as thefts \$1 to \$10 plus thefts greater than \$10 and all thefts as the sum of thefts less than \$1 and thefts \$1 or greater. Finally, assaults with a doctor's care and assaults without a doctor's care were assigned the answers to question 23a and 23b. All assaults were then coded as assaults with a doctor's care plus assaults without a doctor's care.

Student Interview Outcome Variables

The SI involved the analysis of 19 basic outcome variables, as follows:

(1) All robberies
(2) Robberies of items worth less than $1
(3) Robberies of items worth $1 or more
(4) Robberies of items worth $1 to $10
(5) Robberies of items worth more than $10
(6) Robberies with no injury
(7) Robberies with an injury but no doctor's care required
(8) Robberies with an injury and requiring a doctor's care
(9) Robberies with an injury
(10) All assaults
(11) Assaults with no injury
(12) Assaults with an injury but no doctor's care required
(13) Assaults with an injury and requiring a doctor's care
(14) Assaults with an injury
(15) All thefts
(16) Thefts of items worth less than $1
(17) Thefts of items worth $1 or more
(18) Thefts of items worth $1 to $10
(19) Thefts of items worth more than $10

These 19 variables can be divided logically into three major groups which correspond to the three sections of the SI instrument called Detail 1, Detail 2, and Detail 3. The Detail 1 variables refer to robberies; Detail 2, to assaults; and Detail 3, to thefts.

Basic variables 1 through 14 were expanded further by a factor of three by classifying where the incident took place. Question 1 of both Detail 1 and Detail 2 was used for this classification. Question 1 reads:

1. Did this incident occur:
   At school?
   On the way to or from school?
   At school events held off school grounds?

Thus the student interview analyses generated estimates for 47 outcome variables.

Because each incident that occurred to a student was reported separately on the SI instrument, the incident data had to be aggregated for each student so the total number of occurrences during a particular month was obtained for each of the 47 outcome variables. Because data were collected for each of 2 months called the target and pretarget months, an indicator was associated with the aggregated data for the 47 outcome variables to distinguish the target and pretarget data.

Questions 3, 24, 26, and 27 of the Detail 1 Questions section of the SI instrument were used to identify an incident as a robbery. Question 3 was a yes/no question and asked:

3. Was anything at all taken from you?

Questions 24, 26, and 27 were also of the yes/no variety, as follows:

24. Did this person(s) have a weapon?

26. Did this person(s) hit you, knock you down, or physically attack you in any other way?

27. Did this person(s) say or do anything else to threaten you?

For any incident to qualify as a robbery, question 3 had to have a "yes" response and at least one of questions 24, 26, and 27 had to have a "yes" response. If the incident satisfied the condition of being a robbery, it was next determined where the incident took place using question 1 of the Detail 1 Questions section. Question 1 asked:

1. Did this incident occur:
   At school?
   On the way to or from school?
   At school events held off school grounds?

Next, it was determined when the incident took place using question 2 of the Detail 1 Questions. This question simply asked in which of 2 specific months the incident took place. One of these was designated the target month and the other, the pretarget month.

Questions 5, 29, and 31 of the Detail 1 Questions were used to determine in which of the 9 basic robbery categories each incident belonged. Question 5 asked:

5. How much money was it altogether? (OR: What would it cost to replace it/them?)

This question determined to which of basic categories 2 through 5 the incident belonged. Questions 29 and 31, which asked, respectively,

29. Were you injured at all?

31. Did you go to see a doctor?

were used to determine to which of basic categories 6 through 9 the incident belonged.

When one or more of the responses to the questions used to categorize a robbery incident was missing, that questionnaire was located and a determination for the missing response was made. There were 13 such problems encountered for the robbery category.

Detail 2 Questions were used to identify incidents as assaults and then to determine into which of the basic categories 10 through 14 the assault should be placed. Question 23 of the Detail 2 Questions section of the student interview instrument was a yes/no type question used to define an incident as an assault. This question asked:

> Did this person(s) hit you, knock you down, or physically attack you in any other way this time?

A "yes" response to this question defined the incident as an assault. Question 1 of the Detail 2 questions was then used to define where the assault took place, either:

(1) At school
(2) On the way to or from school
(3) At school events held off school grounds

Next the determination of when the assault took place was made from question 2 of the Detail 2 Questions. This question asked in which of 2 named months the incident took place. One of the months was identified as the target month and the other, the pretarget month.

Questions 26 and 28 were then used to associate the assault with the five basic assault categories. Questions 26 and 28 were both yes/no questions that asked:

26. Were you injured at all?

28. Did you go to see a doctor?

When an assault was identified, then a problem in categorizing the assault occurred when a nonresponse was associated with any of questions 1, 2, 26, and 28. Whenever this happened, the corresponding questionnaire was located and a determination for any nonresponse among the four critical questions was made after reviewing the questionnaire. There were 14 such cases identified for the assault incidents.

The set of theft variables was identified using Detail 3 Questions. Question 2 of this section,

2. Was anything at all taken from you?

was used to define an incident as a theft. Because only thefts that occurred at school were of interest, the determination of when the theft occurred was made next using question 1 of the Detail 3 Questions. This question simply asked in which of 2 particular months the incident occurred. These 2 months were designated the target month and the pretarget month. Question 4 of the Detail 3 section was used to determine to which of the five basic theft categories the incident belonged. This question asked:

4. How much money was it altogether? (OR: What would it cost to replace it/them?)

After an incident had been identified as a theft, problems in categorizing the theft occurred when data were missing for either question 1 or 4. A determination for such occurrences was made after having reviewed the respective questionnaires. There were 126 such cases identified for the theft incidents.

PROCEDURES TO COMPUTE VICTIMIZATION TOTALS AND RATES AND PERCENT VICTIMIZED AND THEIR SAMPLING ERRORS

Three basic kinds of statistics and their associated sampling errors were computed. These three statistics are totals; means, which will be referred to as rates; and proportions, which will be referred to as percentages. The totals generated are estimated total number of incidents, estimated total victims of incidents, estimated total schools, estimated total teachers, and estimated total students. These are estimates of the total numbers of the respective items in the population of interest. The means generated are estimated numbers of incidents per 100 schools, estimated numbers of incidents per 1,000 teachers, and estimated numbers of incidents per 1,000 students. The proportions are estimates of the percent of teachers and percent of students victimized by each type of incident. The means and proportions are generated by a technique known as combined ratio estimation. The form of this estimation for a proportion $\hat{p}$ is:

$$\hat{p} = \frac{\hat{A}}{\hat{N}}$$

where both $\hat{A}$ and $\hat{N}$ are computed from the sample data with

$\hat{A}$ = estimated total number of the population (students, teachers, or schools) who exhibit the desired characteristics

$\hat{N}$ = estimated total number in the population

The rates were computed by multiplying the appropriate responses by the corresponding factor in the rate (100 or 1,000). This can be done because of the relation

$$K\left(\sum_{i=1}^{n} y_i/n\right) = \sum_{i=1}^{n} Ky_i/n$$

where K is a constant

y_i = responses of sample member-i

n = number of sample members

Similarly, for the sampling error estimates:

$$\sqrt{\mathrm{Var}(K\bar{y})} \quad = \quad \sqrt{K^2\mathrm{Var}(\bar{y})} \quad = \quad K\sqrt{\mathrm{Var}(\bar{y})}$$

Thus, for example, instead of computing the mean number of incidents per student and its associated sampling error and then multiplying by 1,000 to get the rate per 1,000 students and the rate's associated sampling error, the same result was obtained by multiplying each student's response by 1,000.

The PRS data did present some difficulties in computing rates per 100 schools and rates per 1,000 students because they were reported on an incident-by-incident basis. To compute rates per 100 schools, the data first had to be aggregated to the school level. This aggregated file identified the number of times each type of incident occurred at the school during a specified month. These numbers were multiplied by 100, resulting in estimates of rates per 100 schools and their associated standard errors.

Estimates of the number of victims of certain types of incidents per 1,000 students could not be calculated directly on the computer. The numerator of this estimate (estimated total number of victims) and the denominator (estimated total number of students) had to be computed separately with their standard errors. Because the formula to compute the sampling error of the combined ratio estimate requires the covariance of the two quantities composing the ratio, it was necessary to compute the sampling error of the sum of number of victims and number of students. The following formula shows how the covariance can be determined:

$$\mathrm{Var}(A+B) = \mathrm{Var}(A) + \mathrm{Var}(B) + 2\,\mathrm{Cov}(A,B)$$

Whn Var(A) and Var(B) are known, which they are in this particular case, then Cov(A,B) can be determined easily. The formula used to estimate the rate of victims per 1,000 students is:

$$\hat{R} = 1{,}000\,\frac{\hat{V}}{\hat{N}}$$

where $\hat{V}$ = the estimated total number of victims

$\hat{N}$ = the estimated total number of students

If we let $\hat{P} = \frac{\hat{V}}{\hat{N}}$, then the sampling error (SE) of $\hat{R}$ can be expressed as:

$$SE(\hat{R}) = 1{,}000 \sqrt{\frac{Var(\hat{V}) + \hat{P}^2\ Var(\hat{N}) - 2\hat{P}\ Cov(\hat{V},\hat{N})}{\hat{N}^2}}$$

Because

$$SE(\hat{V}) = \sqrt{Var(\hat{V})}$$

$$SE(\hat{N}) = \sqrt{Var(\hat{N})}$$

$$SE(\hat{V} + \hat{N}) = \sqrt{Var(\hat{V}) + Var(\hat{N}) + 2\ Cov\ (\hat{V},\hat{N})}$$

which can all be calculated by the computer, $SE(\hat{R})$ can be computed by hand using the components supplied by the computer.

The computer program used to compute the sampling errors for this survey was developed at RTI. The formulae for the estimates, groups, and their sampling errors which take into account the complexities of the sample design of the study are documented in Appendix D, Part 14.

Procedure to Test the Hypothesis of a Group Level Effect

The RTI descriptive data analysis system has an option that can be used to test the hypothesis that a group result defined by the levels of a reporting variable differs from the result based on the total data set. This option was used in the descriptive data analysis of the Safe School Study.

An illustration of the use of the option is provided for the three levels of reporting variable, Education Level. Define R_1, R_2, R_3, and R to be the rates per 100 schools for elementary, junior high, senior high, and the nation (total) respectively. In addition, let D_1, D_2, and D_3 denote the "Group Level Effects" for the three levels of the reporting variable Educational Level. The formulae for the "group level effects" are:

$$D_1 = R_1 - R$$

$$D_2 = R_2 - R$$

$$D_3 = R_3 - R$$

To test the hypothesis that "group level effects" differ from zero, estimates of the sampling errors of D_1, D_2, and D_3, were computed using the RTI descriptive data analysis system which takes into consideration the complexity of the sample design of the study. The sampling errors are denoted by SE (D_1), SE (D_2), and SE (D_3) respectively. Consequently, the T-TYPE ratios for each of the "group level effects" are:

$$T_1 = D_1 / SE(D_1)$$

$$T_2 = D_2 / SE(D_2)$$

$$T_3 = D_3 / SE(D_3)$$

The interpretation of the T-TYPE values is a classical problem of statistical inference. This problem is often referred as the problem of "multiple comparisons" when the data are analyzed under the assumption of a linear model which includes the Analysis of Variance (ANOVA) method. For survey data from a complex sample design, these assumptions are frequently known to be invalid and consequently the classical methods of multiple comparison are of limited practical value. The interpretive rule used by the substantive analysts of the Safe School Study was to consider all T-TYPE ratios of "group level effects" greater than two to be of importance.

SECTION 7

MEASUREMENT ERROR SURVEYS

INTRODUCTION

The previous section described the methodology for estimating the sampling errors which constitute one source of error in a survey. This section assesses certain nonsampling errors in the Safe School Study. In particular, certain measurement errors are assessed.

The measurement process of any survey is subject to certain types and sources of measurement error. Previous survey experience has indicated that certain survey condition variables such as length of reporting period, type of instrument, and data collection method can have a significant effect on the measurement process of the survey. These factors often serve as a source of bias in the survey. Other sources of measurement error are: time and spatial telescoping, memory loss, and respondent attitude. To assess these sources of measurement errors or biases in the measurement process of the Safe School Study, four surveys were designed and implemented as part of the study. This section describes the purpose, summarizes the methodology, and gives the results and conclusions of each of these surveys. The four surveys are:

(1) Phase I Incident Weekly Report Survey
(2) Indiana Elementary Teacher Survey
(3) Phase II Student Post Interview Check Survey
(4) Phase II Teacher Telephone Followup Survey.

An overview of the four surveys is provided in Section 1 of this report.

PHASE I INCIDENT WEEKLY REPORT SURVEY

Purpose

A problem of constant concern in the measurement process of a victimization survey is that the respondent accurately report all incidents in the specified time period. One approach to analyzing this problem is to vary the reporting period and then analyze the effect on the rate of incidents reported. This approach was used in the Phase I Incident Weekly Report survey. The purpose of this survey was to test whether incident rates reported by principals for a weekly period differed from those reported for a monthly period.

Methodology

For each week during the month of January 1977, the principals of approximately 100 randomly selected schools were requested to report incidents. In addition, during the complete month of January 1977, the principals of 63 other randomly selected schools reported incidents. The sample design for this survey is described in Section 2 of this report, and the instrument and procedures used to collect and process the data for the survey were the same as that used for the Phase I Principal Report Sheet (PRS) which are described in Sections 3, 4, and 5 of this report.

Results

To test the effect of length of reporting period (one week versus one month) in the measurement process of the Safe School Study the rate per 100 schools and their sampling errors were estimated for the following outcome variables of the PRS:

(1) Trespassing
(2) Breaking and entering
(4) Theft
(5) Bomb threats
(6) Fire settings
(7) Property destruction
(8) False fire alarms
(9) Burglary
(10) Drug sales, use, and possession
(11) Alcohol use and possession
(12) Weapon possession.

Conclusions

The results, shown in Table C-31, clearly indicate that for all outcome variables the rates per 100 schools based on weekly incident reports are not statistically different from the rates based on monthly incident reports. This conclusion is based on the test of the hypothesis that the two rates are equal. Column 8 of Table C-31 contains t-type ratios for each outcome variable. For this analysis, a t-ratio is considered to be statistically significant if the t-value is greater than 2 in absolute value.

Although the Phase I Incident Weekly Report Survey was conducted for one reporting month (January 1977) and the Safe School Study covered monthly reporting for each month during the period February 1976 to January 1977, the results of this survey provide conclusive evidence that an incident reporting period of a month, which was used for the national study, was satisfactory. The results of the survey also indicate that rates based on a reporting period of less than a month are not statistically different from those based on a month.

TABLE C-31. RESULTS OF PHASE I PRINCIPAL INCIDENT WEEKLY REPORT SURVEY

Outcome Variables of Principal Report Sheet	Sampling Errors		Rate Per 100 Schools For Incident Reported		Comparisons			
	Weekly Sample*	Monthly Sample	Weekly†	Monthly	Difference of Rates	Relative Difference in Percent	Standard Error of Difference§	t-Ratio
Column Code	(1)	(2)	(3)	(4)	(5)=(3)-(4)	(6)=(5)÷(4)	(7)	(8)=(5)÷(7)
	Sample sizes		n=352*	n=63				
1. Trespassing	2.21	9.54	8.65	15.97	- 7.32	-45.8	9.79	- .75
2. Break-ins	1.68	2.72	5.41	5.88	- .47	- 8.0	3.20	- .15
3. Building Thefts	2.29	2.12	8.78	6.80	1.98	29.1	3.12	.63
4. Person Thefts	2.95	5.93	10.91	13.27	- 2.36	-17.8	6.62	- .36
5. Bomb Threats	.35	.09	.41	.09	.32	3.6	.36	.89
6. Arsons	.53	3.93	1.35	6.26	- 4.91	-78.4	3.97	-1.24
7. Property Destruction	3.78	14.38	25.68	37.16	-11.48	-30.9	14.87	- .77
8. False Fire Alarms	.13	3.35	.51	4.26	- 3.75	-88.0	3.35	-1.12
9. Burglary	1.68	2.72	5.49	5.80	- .31	- 5.3	3.20	- .10
10. Drug Sales, Use, and Possession	.43	1.42	1.62	2.63	-1.01	-38.4	1.48	- .68
11. Alcohol Use and Possession	.48	.22	.70	.21	.49	2.3	.53	.93
12. Weapon Possession	.37	.78	.80	.90	- .10	-11.1	.80	- .12

*The weekly sample(s) size is the sum of the four sample sizes for each of the weeks of January.

†The "Weekly" Rate per 100 Schools was based on multiplying each of the incident counts of each school and outcome variable by 4.

§The standard error of the difference is computed as SE(DIFF) = $\sqrt{(\text{SE Rate-Monthly})^2 + (\text{SE Rate-Weekly})^2}$.

Note: The rates and standard errors were computed in accordance with the complexities (stratification and clustering) at the Safe School Sample Design described in Chapter II.

INDIANA ELEMENTARY TEACHER SURVEY

Purpose

The Indiana Elementary Teacher Survey was conducted as a part of the Indiana Safe School Study which used the same methodology as the National Safe School Study. The major purposes of the Indiana Elementary Teacher Survey were:

(1) to assess whether the victimization level of elementary teachers was significantly different from zero; and

(2) to compare the level of incidents reported by Indiana elementary teachers to that of incidents reported by elementary principals in Indiana and secondary teachers across the nation.

Methodology

In conjunction with the Indiana Safe School Study, a survey was conducted in a random sample of elementary schools to obtain data on incidents reported by elementary teachers and principals. The data were used to compare the teachers' reporting of incidents occurring in elementary schools to the principals' reporting. In addition, a special Teacher's Questionnaire similar to that used in Phase II was administered to all the elementary teachers in the schools to assess the victimization level of elementary teachers. The mail survey method was used to collect the data. The principal of each elementary school was responsible for coordinating the data collected in his school. Sections 2, 3, 4, and 5 of this report describe the methodological aspects of the survey.

Results

Table C-32 presents the rates per 100 schools for incidents reported by Indiana elementary teachers and principals. Table C-32 compares the rates per 1,000 elementary teachers in Indiana with those of the secondary teachers in the nationwide Phase II Teacher Questionnaire Survey.

Conclusions

The rates per 100 schools for incidents reported by Indiana elementary teachers were not statistically different from those reported by principals for all outcome variables, except theft, as evidenced in the results of Table C-32.

For theft (both school property and personal property), the rate per 100 schools based on incidents reported by elementary teachers was significantly larger than the rate based on incidents

TABLE C-32. RESULTS OF INDIANA ELEMENTARY TEACHER SURVEY

Outcome Variables of Principal Report Sheet	Sampling Errors		Rate Per 100 Schools For Incidents Reported By		Comparison			
	Teacher Sample	Principal Sample	Elementary Teachers	Elementary Principals	Difference of Rates	Relative Difference In Percent	Standard Error of Difference	t-Ratio
Column Code	(1)	(2)	(3)	(4)	(5)=(3)-(4)	(6)=(5)÷(4)	(7)	(8)=(5)÷(7)
Sample Sizes			n=82	n=108				
Thefts	24.90	3.65	120.70	15.49	105.21	679.2	25.17	4.18
Property Destruction	12.08	7.63	56.06	28.87	27.19	94.2	14.29	1.90
Drug Use & Possession	.46	.31	.49	.35	0.14	40.0	0.55	0.25
Alcohol Use & Possession	.00	.87	.00	.90	- .90	-100.0	0.87	-1.03
Weapon Possession	.46	.00	.49	.00	.49	-	.46	1.07
Robbery	.00	.87	.00	.90	- 0.90	100.0	0.87	-1.03
Personal Attacks	4.54	3.26	13.45	9.69	3.76	38.8	5.59	0.67
Physical Fights	24.31	3.81	42.81	12.54	30.27	241.4	24.61	1.23

reported by principals. This result is consistent with the Pilot Study conducted for the Safe School Study where less serious incidents, such as theft, were discovered to be unknown by the school principals.

For the outcome variables analyzed, Table C-33 clearly demonstrates that the rate per 1,000 teachers for secondary teachers throughout the nation is significantly larger than the rate for Indiana elementary teachers. Only for those outcome variables that measured theft could the rate per 1,000 elementary teachers be considered significantly greater than zero at the 95 percent confidence level. Thus, the exclusion of elementary teachers from the population of the national study for the more serious offenses appears justifiable, based on the results of this survey.

STUDENT POST INTERVIEW CHECK (PIC) SURVEY

Purpose

The major purpose of the PIC Survey was to analyze the measurement errors or discrepancies between the victimization measurements of the Student Questionnaire (SQ) and the Student Interview (SI). The data for the survey were collected in a special interview of all students who took the SQ and SI in the September to December 1976 samples. For those students whose SQ and SI victimization responses differed, the RTI Field Interviewer conducted a special followup interview in which the student was asked for the reason for the SQ/SI discrepancy. The discrepancy was reconciled by ascertaining the accurate response (PIC value) to each victimization item. Figure C-6 gives the questionnaire used for the interview. The need for the study was indicated by a preliminary analysis of the data for the first four months (February to May) of the national study. This analysis showed that large differences existed between the SQ and SI results.

Methodology

During the final four months of Phase II of the study, the students selected for interviews were also given a PIC questionnaire in order to study discrepancies in responses between SQ and SI. The response rate for the survey was 79 percent.

The sample design, survey instruments and data collection procedure for the PIC survey are described in more detail in Sections 2, 3, and 4 of this report.

Results

The data analyses of the PIC survey consisted of tests of specified hypotheses for the following outcome variables:

TABLE C-33. RESULTS OF INDIANA ELEMENTARY TEACHER SURVEY[1]

	Sampling Errors		Rate per 1000 Teachers		Comparison			
Victimization Outcome Variables	Ind. Elem. Sample	Phase II Sample	Indiana Elem. Teachers	Phase II Sample Teachers	Difference In Rates	Relative Difference In Percent	Standard Error of Difference	t-Ratio
Column Code	(1)	(2)	(3)	(4)	(5)=(3)-(4)	(6)=(5)÷(4)	(7)[2]	(8)=(5)÷(7)
Teacher Sample Sizes			n=1264	n=23,600				
Thefts use<$1	19.93	20.25	124.70	328.80	-204.10	-62.1	28.41	- 7.18
Thefts $1 - $10	5.69	7.75	27.73	176.40	-148.67	-84.3	9.61	-15.47
Thefts > $10	2.81	3.28	5.67	51.05	- 45.38	-88.9	4.32	-10.50
Robberies < $10	.28	.95	.30	6.76	- 6.46	-95.6	.99	- 6.53
Robberies > $10	.28	.97	.30	3.64	- 3.34	-91.8	1.01	- 3.31
Attacks/ Dr. Treatment	.00	.27	.00	1.38	- 1.38	-100.0	.27	5.11
Attacks/No Dr. Treatment	5.02	.64	7.11	4.48	2.63	58.7	5.06	.52
Attempted Rape	.00	.15	.00	.30	- .30	-100.0	.15	-2.00
Actual Rape	.00	.16	.00	.38	- .38	-100.0	.16	-2.38

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[1] The rate of this table rate per 1000 teachers for a "typical" month during 1976. Note that the rates are not for the calendar year 1977.

[2] The formula for the standard error of the difference is col(7) = $\sqrt{(1)^2 + (2)^2}$ since the two samples are independent.

FIGURE C-6. STUDENT POST INTERVIEW CHECK QUESTIONNAIRE

Read the introductory paragraphs below to the student, then for each student question and student interview item that differs, ask Questions 1 and 2. Read the paragraphs and questions exactly as written, supplying the identification in Question 1 so the student will know the type of incident you are referring to. As the student answers Question 1, record the answer. After Question 2 has been completed, thank the student and terminate the interview. Then place this form, the Student Questionnaire and the Student Interview into the student's envelope.

O.K. Now I need your help in solving a problem that sometimes happens when we ask people the same question in different ways. You have filled out the questionnaire by yourself (POINT TO STUDENT QUESTIONNAIRE) - and this interview with me. (POINT TO STUDENT INTERVIEW). As you probably noticed, some of the same questions were asked in both cases.

Now, the problem is that people very often give us different answers to the same questions. We need to find out why this happens so that we can decide on the best way of asking a question to get an answer that tells us exactly what happened. You can help us a lot by answering a few more questions about your own answers.

1st DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION NUMBER ______

Q.1. I noticed that on the questionnaire you reported ______ incidents for _________, and during the interview you reported ____________. Thinking again about what actually happened, why do you think your answers didn't agree?

____

____

____

____

____

Q.2. What is the accurate answer? ____

(1) Robbery less than $1
(2) Robbery of $1 to $10
(3) Robbery greater than $10
(4) Attack, doctor treatment
(5) Attack, no doctor treatment
(6) Theft less than $1
(7) Theft of $1 to $10
(8) Theft greater than $10.

The hypotheses tested and questions analyzed are as follows:

(1) Do the rates per 1,000 students and the percent of students victimized differ between the SQ and SI?

(2) Do the rates per 1,000 students and percent of students victimized differ between the SQ and PIC? Tables C-34 and C-35 give the results of testing hypotheses (1) and (2).

(3) Do the percent of students who responded as victimized on the SQ and not victimized on the SI differ from those that responded as victimized on the SI and not victimized on the SQ? Table C-36 gives the results of testing these hypotheses.

(4) For each stated reason for a SQ/SI discrepancy, what type of SQ/SI discrepancy is the most predominant?

(5) Is there a consistent pattern of the type of SQ/SI discrepancies across the stated reasons for a SQ/SI discrepancy?

(6) Is there a consistent pattern of the rank ordering of the reasons for the SQ/SI discrepancies for each of the outcome variables? If so, which reasons were most frequently mentioned?

Tables C-37 and C-38 give the results which address the measurement error issues of questions 4, 5, and 6.

(7) Is there a consistent or stable pattern of the group effects for the rate per 1,000 students and the percent of students victimized for each outcome variable for the following reporting groups:

    (a) Junior high school students
    (b) Senior high school students
    (c) Students who attend schools in cities over 500,000
    (d) Students who attend schools in cities 50,000 to 500,000
    (e) Students who attend schools in suburbs and SMSA areas
    (f) Students who attend schools in non-SMSA areas.

TABLE C-34. RESULTS OF PHASE II STUDENT POST INTERVIEW CHECK SURVEY

Student Outcome Variable	Sampling Errors			Rates per 1000 Students for Sept. to Dec. 1976			SQ versus SI				SI versus PIC			
	SQ	SI	PIC	SQ	SI	PIC	Diff. of Rates	Rel. Diff. in %	Stnd. Error of Diff.	t-Ratio	Diff. of Rates	Rel. Diff. in %	Stnd. Error of Diff.	t-Ratio
Column Code	(1)	(2)	(3)	(4)	(5)	(6)	(7)= (4)-(5)	(8)= (7)÷(5)	(9)	(10)= (7)÷(9)	(11)= (6)-(5)	(12)= (11÷(5)	(13)=	(14)= (11)÷(13)
	Sample Sizes			n=3022										
Robbery <$1	9.27	2.86	3.71	61.25	12.37	18.02	48.88	395.1	9.70	5.04	5.65	45.7	4.68	1.21
Robbery $1 to $10	4.41	1.20	1.98	26.62	3.39	6.65	23.23	685.3	4.47	5.08	3.26	96.2	2.32	1.41
Robbery >$10	3.25	.93	1.02	12.94	1.81	2.52	11.13	614.9	3.38	3.39	0.71	39.2	1.38	0.51
Attacks Dr. Treatment	4.11	.93	1.02	14.76	2.99	3.78	11.77	393.6	4.21	2.79	0.79	26.4	1.38	0.57
Attacks No Dr. Treatment	11.64	5.29	5.95	59.35	21.33	28.25	38.02	178.2	12.79	2.97	6.92	32.4	7.96	0.87
Thefts <$1	29.73	21.33	23.46	353.5	136.1	231.8	217.40	159.7	36.59	5.94	95.70	70.3	31.70	3.02
Thefts $1 to $10	14.98	11.27	12.39	162.4	120.6	137.4	41.80	34.7	18.75	2.23	16.80	13.9	16.75	1.00
Thefts >$10	8.03	5.90	6.02	50.41	30.44	35.87	19.97	65.6	9.96	2.00	5.43	17.8	8.43	0.64

TABLE C-35. RESULTS OF PHASE II STUDENT POST INTERVIEW CHECK SURVEY

Outcome Variables	Sampling Errors			Percent of Students Victimized in Typical Month			Comparison of SQ *vs* SI				Comparison of PIC *vs* SI			
	SQ	SI	PIC	SQ	SI	PIC	Diff. of %	Rel. Diff. in %	Stnd. Error of Diff.	t-Ratio	Diff. of %	Rel. Diff. in %	Stnd. Error of Diff.	t-Ratio
Column Code	(1)	(2)	(3)	(4)	(5)	(6)	(7)= (4)-(5)	(8)= (7)÷(5)	(9)= $(1)^2+(2)^2$	(10)= (7)÷(9)	(11)= (6)-(5)	(12)= (11)÷(5)	(13)= 2^2+3^2	(14)= (11)÷(13)
Sample Sizes n=3022														
Robbery <$1	.34	.20	.24	2.83	.87	1.18	1.96	225.3	.39	5.03	.31	35.6	.31	1.00
Robbery $1 to $10	.25	.10	.13	1.62	.31	.48	1.31	422.6	.27	4.85	.17	54.8	.16	1.06
Robbery >$10	.22	.09	.10	.96	.16	.23	.80	500.0	.24	3.33	.07	43.8	.13	.54
Attacks/Dr. Treatment	.21	.09	.09	.94	.28	.32	.66	235.7	.23	2.87	.04	14.3	.13	0.31
Attacks/No Dr. Treatment	.45	.23	.36	2.82	1.14	1.66	1.68	147.4	.51	3.29	.52	45.6	.43	1.21
Theft <$1	1.20	1.01	1.11	17.22	8.14	11.74	9.08	111.5	1.57	5.78	3.60	44.2	1.50	2.40
Thefts $1 to $10	.95	.86	.89	11.39	9.79	10.82	1.60	16.3	1.28	1.25	1.03	10.5	1.24	.83
Thefts >$10	.65	.48	.46	3.66	2.53	2.98	1.13	44.7	.81	1.40	.45	17.8	.66	.68

TABLE C-36. RESULTS OF PHASE II STUDENT POST INTERVIEW CHECK SURVEY

Victimized on SQ Victimized on SI	Sampling Errors			Percent of Students			Net Disagreement	Net Disagreement t-Ratio	Gross Disagreement t-Ratio
	No Yes	Yes No	Gross Disagreement	No Yes	Yes No	Gross Disagreement			
Column Code	(1)	(2)	(3)	(4)	(5)	(6)=(4)+(5)	(7)=(5)-(4)	(8)=(7)÷(3)	(9)=(6)÷(3)
Outcome Variables	Sample Sizes n=3024								
Robbery <$1	.03	.31	.31	.03	1.95	1.98	1.92	6.19	6.38
Robbery $1 to $10	.05	.24	.25	.06	1.35	1.41	1.29	5.16	5.64
Robbery >$10	.04	.20	.22	.05	.80	.85	.75	3.41	3.86
Attacks/Dr. Treatment	.06	.20	.21	.10	.76	.86	.66	3.14	4.10
Attacks/No Dr. Treatment	.11	.40	.41	.36	2.02	2.38	1.66	4.05	5.80
Thefts <$1	.37	.94	1.10	1.53	10.71	12.24	9.18	8.35	11.12
Thefts $1 to $10	.50	.45	.73	3.12	4.81	7.93	1.69	2.32	10.86
Thefts >$10	.28	.33	.42	.95	1.98	2.93	1.03	2.45	6.98

TABLE C-37. RESULTS OF PHASE II STUDENT POST INTERVIEW CHECK SURVEY

Reason SQ/SI Discrepancy	OUTCOME VARIABLES															
	Robberies						Attacks				Thefts					
	<$1		$1 to $10		>$10		Doctor Treatment		No Doctor Treatment		<$1		$1 to $10		>$10	
	SQ>SI [1]	SI>SQ [2]	SQ>SI	SI>SQ	SQ>SI	SI>SQ	SQ>SI	SI>SQ	SQ>SI	SI>SQ	SQ>SI	SI>SQ	SQ>SI	SI>SQ	SQ>SI	SI>SQ
Time Telescoping	17	0	10	0	7	0	6	0	12	2	23	0	20	1	23	2
Misunderstood SQ	25	0	34	0	37	0	29	0	15	1	18	1	12	10	17	10
Exaggerated SQ-Response	2	0	2	0	0	0	3	0	8	0	1	0	1	0	1	0
Uncertain About Incident	6	0	2	10	0	0	2	0	4	3	4	0	2	1	2	0
Recall Problem	42	2	40	3	31	3	32	4	34	3	28	2	20	10	20	11
Incident Unimportant	13	0	5	0	0	0	5	2	4	1	11	4	3	2	0	2
Incident Forgotten	6	0	0	0	0	0	0	6	2	3	2	3	0	7	0	5

[1] SQ>SI means that the SQ response exceeded the SI response.

[2] SI>SQ means that the SI response exceeded the SQ response.

TABLE C-38. RESULTS OF PHASE II STUDENT POST INTERVIEW CHECK SURVEY

Reason for SQ/SI Discrepancy	OUTCOME VARIABLES							
	Robberies			Attacks		Thefts		
	< $1	$1 to $10	>$10	Dr. Treatment	No Dr. Treatment	<$1	$1 to $10	>$10
Time Telescoping	17	10	7	6	14	23	21	25
Misunderstood SQ	25	34	37	29	16	19	22	27
Exaggerated SQ Response	2	2	0	3	8	.4	1	1
Uncertain about Incident	6	6	0	2	7	4	4	2
Recall Problem	44	43	34	36	37	30	30	31
Incident Unimportant	13	5	0	7	5	15	5	2
Incident Forgotten	6	0	0	6	5	5	7	5

Type of SQ/SI Discrepancy	Robberies			Attacks		Thefts		
	<$1	$1 to $10	>$10	Dr. Treatment	No Dr. Treatment	<$1	$1 to $10	>$10
SI response exceeded SQ response	2	4	6	12	14	12	34	32
SQ response exceeded SI response	98	96	94	88	86	88	64	68

Table C-39 gives the results which address question 7.

The results of this Section differ from those reported and analyzed in the Safe School Study Report since the SQ and SI data of this survey came from the fall samples (September to December 1976). The one exception to this is the analyses for question 7.

Conclusions

(1) Comparison of SQ and SI

The results found in Tables C-34 and C-35 are conclusive in showing that the SQ and SI data collection instruments produce different results. The t-ratios of Tables C-34 and C-35 test the hypotheses that the SQ and SI rates per 1,000 students and the percentages of students victimized differ. All the t-values are greater than 2, except those for thefts greater than $1. It is concluded that the SQ and SI measurement processes produce different results.

On the other hand, the results of the tests of the hypotheses that the SI and PIC rates per 1,000 students and the percentages of students victimized differ are provided in Tables C-34 and C-35. All t-ratios are less than 2, except for those pertaining to theft less than $1, from which it was concluded that the SI and PIC rates are, in general, not significantly different. If the PIC data can be accepted as "accurate," this conclusion supports the use of the SI data base for assessing crime in our nation's schools.

A clear-cut pattern exists in the rank ordering of the results found in Tables C-34 and C-35. For all outcome variables, the SQ results are always larger than the PIC results which, in turn, are always larger than the SI results. However, as described above, only the SQ results differ appreciably from the SI results; the SI and PIC results are not significantly different.

(2) Analysis of Net and Gross Disagreement Between SQ and SI

It is evident from the results presented in Table C-35 that for all outcome variables, the number of students who responded as victimized on the SQ and not victimized on the SI is considerably larger than those who responded as victimized on the SI and not victimized on the SQ. The t-values for both the net and gross disagreement components are highly significant. The analysis in the next section studies the reasons for these SQ/SI discrepancies.

(3) Analysis of SQ/SI Discrepancies by Type and Reason

The SQ/SI discrepancies were categorized into two types, based on whether the response on SQ exceeded that on SI or vice

TABLE C-39. RESULTS OF PHASE II STUDENT POST INTERVIEW CHECK SURVEY

Group Level		Robberies		Attacks		Thefts	
		Rate Per 1000 Students	Percent Victimized	Rate Per 1000 Students	Percent Victimized	Rate Per 1000 Students	Percent Victimized
Jr. High Schools	SQ	9.02	8.45	10.39	12.49	8.83	13.57
	SI	3.37	3.14	3.02	3.92	5.19	6.09
Sr. High Schools	SQ	-7.74	-8.22	- 9.90	-11.82	-8.31	-11.08
	SI	-3.32	-3.10	- 3.16	- 4.02	-5.05	- 5.78
Big City Schools	SQ	2.02	3.54	1.36	1.56	-1.70	- 3.18
	SI	1.15	1.05	.16	.45	-1.96	- 1.17
Other City Schools	SQ	2.75	1.43	1.23	- .18	-1.62	- .77
	SI	-1.10	- .98	- .67	- .03	.66	.20
Remaining SMSA Schools	SQ	-2.22	-2.22	- .43	.28	- .94	- 1.13
	SI	1.10	.97	1.94	2.47	.47	.76
Non-SMSA Schools	SQ	- .48	- .48	- .97	- .89	2.52	2.61
	SI	-1.27	- .98	- 1.69	- 3.09	1.47	.93

versa. In addition, as the PIC questionnaire item of Figure C-6 indicates, the RTI Field Interviewer recorded the respondent's statement of the reason for the SQ/SI discrepancy. These "open-ended" statements were coded into seven categories which are defined in Figure C-7. Illustrations of each of the seven reason statements are given in Figure C-7.

It is evident from the results of Table C-37 that the predominant type of SQ/SI discrepancy is related to those students who responded as being victimized on the SQ and not victimized on the SI. This applies consistently to reason categories except for those students who said that they forgot about the incident until the SI, which is logically consistent with the stated reason.

The results of Table C-37 indicate for the less serious offenses of theft that a lesser percentage of students "switch" from a lower SI response to a higher SQ response. The reasons given by most of these students are that they "misread or misunderstood" the SQ item or were uncertain about the theft when responding to the SQ, or, as previously mentioned, that they forgot about the theft until being asked by the interviewer in a face-to-face situation. Interestingly, time telescoping was mentioned as a reason for the discrepancy by only a small number of these students.

The most frequent reason for a SQ/SI discrepancy was a recall problem of some sort. The next most frequent reason for a SQ/SI discrepancy (per the results of Table C-38) was misunderstanding of the SQ item and/or the SI screening instructions provided by the Field Interviewer. The third most mentioned reason for a SQ/SI discrepancy was time telescoping.

(4) Stability of Group Level Effects Between SQ and SI

To assess the stability of the group level effects between the SQ and SI, Table C-39 gives the SQ and SI group level effect t-ratios for rate per 1,000 students and percent of students victimized. The t-values of Table C-39 are based on all Phase II survey data. The data of the PIC survey were not used to compare the SQ and SI group level effects since a more precise t-value is obtained by using all Phase II data.

In the interpretation of the t-values of Table C-39, those t-values corresponding to a SQ and SI group level effect were considered as consistent if they were of the same magnitude and both t-values were in one of the following three intervals:

(a) less than minus two,
(b) between minus two and plus two, and
(c) greater than plus two.

FIGURE C-7. REASONS FOR STUDENT QUESTIONNAIRE AND STUDENT INTERVIEW DISCREPANCIES

General Description	Illustration
1. Telescoping	"When I thought more about it I decided it was really in April or March."
2. Misunderstood SQ	"I thought it meant the 80 cents I had stolen."
3. Exaggerated SQ Response	"It didn't happen two times but I did have to go to the doctor."
4. Uncertain About Incident	"I included the book as one of the two. I may have lost the book."
5. Serious Recall Problem	"I just didn't remember right" or "I was thinking about the other school that I attended."
6. Incident Thought To Be Unimportant	"Thought stolen pencils were incidental."
7. Forgot About Incident Until SI	"I just forgot about the pencils that were stolen from me."

Using the above interpretation rule, the following SQ/SI group level effect t-values of Table C-39 were found to be consistent or inconsistent:

(a) The t-values for SQ and SI group level effects are consistent between junior high and senior high for the rate per 1,000 students and the percent victimized for all robberies, thefts, and attacks. The conclusion that the level of victimization is significantly higher in junior high schools relative to senior high schools holds no matter which data source (SQ or SI) is used for analysis.

(b) For robberies and the four locations of school reporting groups, the only SQ to SI group level effect t-value that was consistent is for the non-SMSA (rural) reporting group. In each case of an inconsistency, the SQ group level effect t-value was statistically significant whereas the SI group level effect was not.

(c) For attacks and the four locations of school reporting groups, the t-values for SQ and SI group level effects associated with the rate per 1,000 students are consistent.

(d) For attacks, the t-values for SQ and SI group level effects associated with the percent of students victimized are inconsistent for the remainder of the SMSA and non-SMSA reporting groups. In these cases, the t-value for SI group level effect was statistically significant, whereas that for the SQ group level effect was not.

(e) For thefts, the t-values for SQ and SI group level effects associated with rate per 1,000 students and percent of students victimized are inconsistent for the non-SMSA reporting group. The t-value for the SQ group level effect was statistically significant, whereas that for the SI group level effect was not.

PHASE II TEACHER FOLLOWUP SURVEY

Purpose

The major purposes of the survey were (1) to test whether the victimization results from a teacher responding to a telephone interview differed from the results using the TQ data base and (2) to assess the teacher victimization responses for time telescoping. To meet these survey purposes, a randomly selected sample of teachers was requested to respond to a telephone interview pertaining to the teacher victimization items a month after completing the regular TQ during the final 2 months (November and December) of the Phase II TQ survey.

Methodology

Sections 2, 3, 4, and 5 of this report describe the methodological aspects of the survey. The technique of "bounding", which was developed by the U. S. Bureau of the Census for the National Crime Survey, was used. The technique of "bounding" involved reminding those teachers who reported being victimized during the telephone interview of their response to the given TQ item for the previous month. After the teacher was given the "bounded" information, the telephone interview probed for an accurate response for the current month.

The response rate for the month of December of the survey was 79 percent. The data analysis was based on December data since this was the only month that overlapped with the TQ data collected.

Results

The results of the survey are provided in Table C-40.

Conclusions

The results of Table C-40 indicate that for the more serious offenses of attacks and thefts over $10, the two data collection methods produce results which are not significantly different. For less serious offenses of thefts less than $10, it is apparent that the two data collection instruments provide results that are significantly different. The number of robberies reported by either method were too small to test for differences.

In analyzing the raw data from the telephone interview, less than one-half of one percent of the teachers responding changed their response when provided with their TQ response. It can be concluded that the effect of time telescoping on the teachers' responses was slight and did not serve as a major source of bias in the survey.

TABLE C-40. RESULTS OF PHASE II TEACHER TELEPHONE FOLLOW-UP SURVEY

Outcome Variables	Sampling Errors		Rate Per 1000 Teacher For Dec. 1976 Sample		Comparison			
	Telephone Interview	Self-Report Questionnaire	Telephone Interview	Self-Report Questionnaire	Difference of Rates	Relative Difference in Percent	Standard Error of Difference	t-Ratio
Column Code	(1)	(2)	(3)	(4)	(5)=(3)-(4)	(6)=(5):(4)	(7)	(8)=(5):(7)
Thefts < $1	41.88	43.3	151.2	451.3	-300.10	-66.5	60.24	-4.98
Thefts $1-$10	22.18	21.8	116.1	223.3	-107.20	-48.0	31.10	-3.45
Thefts > $10	24.01	12.5	47.39	73.4	- 26.01	-35.4	27.07	-0.96
Attacks	4.19	1.25	6.57	4.78	1.79	37.4	4.37	0.41

SECTION 8. PHASE III METHODOLOGY

STUDY DESIGN

Based on planning activities in November and December 1976 and January 1977 held by the NIE Project Director and staff members of RTI, it was determined that the most appropriate design for Phase III would provide for indepth case studies in 10 schools to be conducted by professional field representatives (FR) with relevant experience. The major purpose of Phase III was to produce school profiles of the many facets of school violence and vandalism in the selected schools and their surrounding communities. The profiles were basically descriptive of the situations, activities, and attitudes, but also contained some interpretive information.

The design provided for extensive activity at each school for approximately two and one-half weeks by the FR. The activities of the FR were to include discussions with and observations of persons associated with all or some of the following: the selected school, feeder schools, the school district administration, the school board, parents, the police department, juvenile authorities, and community social agencies.

Five FRs were selected, each responsible for two schools. The FR pursued leads at each school regarding the respondents' perceptions of the causes and solutions to school violence and vandalism. This was accomplished by conducting exploratory discussions with different types of respondents and then following up on these initial conversations with further observations and discussions. The FRs were not restricted by structured interview forms or strict allotments of time. General guidelines were furnished, however, so that all FRs would be gathering basically the same kinds of data.

After spending approximately two and one-half weeks at a school, the FR would draft a report which gave a profile of the school in terms of its situation regarding violence and vandalism. These profiles contained basically descriptive information and were designed to add depth and richness to the information obtained in Phases I and II. For example, measures a principal found effective in reducing restroom vandalism might appear only as a statistic in the Phase I and II data, but in the Phase III school profile report this procedure was described in detail.

In addition, these school profile reports contained information from sources not contacted in Phase I or Phase II, such as counselors, security personnel, and other administrative staff. Many of those people worked more closely with the students and reported their perceptions of school violence and vandalism from a point of view different from that of the principal.

The Phase III research team, composed of the FR, the NIE Project Director, the RTI Project Director, and other RTI staff members, including an advisory panel, met at three different times to discuss various aspects of the study. The first meeting was before going to the first schools; the basic guidelines for the data collection were agreed upon and the first schools assigned. The second meeting occurred "midstream;" at it the reports of the first profiles were read and discussed. As basic themes emerged from the first reports, strategies were designed to investigate them in the second schools to see if their basic components remained the same. The final meeting was held after the reports on the second schools had been prepared and read. At this meeting, the various factors concerning violence and vandalism in the schools were organized into five categories, and the basic characteristics of these five categories were agreed upon.

SELECTION OF SCHOOLS

The schools for Phase III of the study were purposely selected according to several judgmental and statistical factors. Ten schools were selected, of which five were in either Phase I or Phase II, and the other five were not. Schools were allocated across cells defined by variables such as educational level (elementary, junior high, senior high), region of the country, and type of community.

The numbers of schools in each classification are as follows:

(1) Educational level

Elementary	1
Junior High	4
Senior High	5

(2) Region of country

West	2
South	1
Southeast (mid-D.C.)	2
Midwest	2
Northeast	3

(3) Type of community

Very large cities (over 500,000)	7
Suburbs of very large cities	1
Middle-size cities (50,000-500,000)	2

School cooperation was solicited from the district superintendents and the school principals. Contacts were made by mail, by telephone, and in person. These contacts were given full explanation of the study, including the purpose, the amount of time the FR would be in the school, the people with whom the FR would want to talk, the possibility of discussing sensitive and/or controversial issues with school staff, and the difficulty of assuring full confidentiality for institutions and individuals. These officials were told that RTI would take every step possible to preserve the anonymity of schools, school districts, and individuals. Through these contacts, RTI was able to secure the complete cooperation and active participation of each school it solicited.

COLLECTION OF DATA

Allocation of Time at Site

Each FR had 100 hours of data collection time per school site. Approximately 50 of those hours were spent with the respondents listed below. The remaining time was spent by the FR in pursuing leads that helped him describe and, to some extent, analyze the school's violence/vandalism problems and associated issues.

Hours	Respondents	N	Hours	Students	N
4	All school administrators	4	4 15	Groups Individuals	4 15
6	Teachers	6	1	Counselors	1
7	Parents	6	1	Security personnel	1
2	School board members	2	1	Maintenance personnel	1
1	Police Department/ Juvenile Division	1	1	School nurse	1
			2	Athletic coaches	1
20		19	25		24

Selection of Teachers, Students, and Parents

Teachers were chosen on the basis of sex, race, and years of experience in the specific school. Groups of students, usually consisting of 10 or less, were selected from homerooms, study halls, or groups recommended by administrators and/or teachers. Individual students were chosen on the basis of grade/age, sex, race, experience with crime (as victims or offenders), evidence of leadership potential (formally in student organizations or informally in gangs). Parents were chosen on the basis of conversations with individual students or recommendations from counselors or administrators with awareness of "problem" students.

Data Collection Guidelines

The generalized discussion guides presented below were provided to assist the FR in:

(1) Being clear about the basic research goals

(2) Answering these basic questions

  (a) What are the major causes/correlates of school violence/vandalism (as perceived by respondents and as observed by FR)?

  (b) What contributes to the betterment or worsening of school violence/vandalism over time?

  (c) What remedies for school violence/vandalism are suggested?

  (d) What remedies appear to work and what remedies appear to fail? Why?

(3) Providing a basic consistency across sites for comparative purposes.

In accomplishing these objectives, the FR did not use the guides verbatim, but rather as a general guide in the conversations.

Generalized Discussion Guides

(1) How would you describe the problem of violence/vandalism at (name of school)? How serious a problem is it?

(2) How did the problem come to be? Did it used to be better or worse around here?

(3) What are some of the more serious things of this kind which have occurred?

  (a) Have you observed or been involved in such events (as victim, observer, or participant)?

  (b) If so, what happened? (Give two or three examples if possible.)

  (c) If not, how do you know about it? Is information source reliable?

(4) Who are the people principally involved? (Students, outsiders, teachers, etc.) How are they involved? (Offenders, victims, intermediaries)

  (a) What factors contribute to this problem?

    (i) School--policies, conditions, etc.
    (ii) Community/family
    (iii) Society

(b) What is the main cause?

(5) [Repeats 2] In recent years has the situation here changed for better or worse? How so?

(a) Why?

(i) School
(ii) Community/family
(iii) Society

(b) What is the main reason for this change?

(6) [If not already covered] What is being done to cope with school violence and vandalism here? [AFTER GENERAL REPLY, SPECIFY.]

(a) School district administration

(b) School building administration (principal, assistant principals, etc.)

(c) Teachers, others

(d) Students

(e) Parents, others outside school

(7) How successful have these efforts been?

(8) In your opinion what should be done to cope with such problems? [AFTER GENERAL REPLY, SPECIFY.]

(a) School district administration

(b) School building administration (principal, assistant principals, etc.)

(c) Teachers, others

(d) Students

(e) Parents, others outside school

SUMMARY OF SCHOOL PROFILE REPORTS

At the conclusion of Phase III of the study, Dr. Francis A.J. Ianni, Director of the Horace Mann-Lincoln Institute of Teachers College, Columbia University, prepared an introduction to the set of 10 school profiles and a concluding chapter in which the findings were summarized. This set of papers should be read in its entirety to be appreciated. Chapter 8 of Volume 1 of the Safe School Study Report contains the 10 case study profiles.

The findings were categorized under five major headings: (1) the relationship between schools and their communities and the definition of school violence and vandalism; (2) the significance of school size and design in violence and vandalism; (3) the factors of student and staff identification with the school, the composition of the school population, and the quality of student life as aspects of the climate of the school; (4) the factors of leadership, staff relationships, authority, discipline, and rule structures in the responsiveness of the school climate to problems of violence and vandalism; and (5) the special problem of the relationship between making schools safe and maintaining the quality of the educational functions.

APPENDIX D

SUPPLEMENTARY MATERIALS AND INSTRUMENTS

PART 1 - DESIGN OF PILOT STUDY SURVEY PLAN

PART I. DESIGN OF PILOT STUDY SURVEY PLAN

Sampling Design

For the Pilot Study, 27 schools were purposively selected. Nine were from an urban area, 9 from a suburban area, and 9 were from a rural area. In each location 3 elementary, 3 junior highs, and 3 senior highs were selected from schools which were not originally scheduled to be included in the study (See Table D-1).

The purpose of this selection was to give diversity of location and level of instruction while obtaining large enough numbers of respondents to note potential problems of questionnaire administration and reporting.

The number of respondents at a school depended on the educational level of the school. At the elementary schools only the principal responded to the Principal Incident Reporting Sheet (PRS) and the Prevention and School Background Questionnaire, which was the prototype of the PQ. At the secondary schools in addition to the instruments mentioned above for the principal, all teachers were requested to complete a Teahers Questionnaire (TQ). The student respondents in all 18 secondary schools were divided into two groups: Group I - this group, which amounted to four classrooms in six of the secondary schools and two classrooms in the other twelve, received the Student Questionnaire Long Form; Group II - all remaining students in the secondary schools, i.e., those who did not receive the long form, were given the Student Questionnaire Short Form.

Original estimates on the numbers of respondents were, in addition to the 27 principals, teachers - 40 per school at 18 schools or 720 teachers (actually 895 teachers responded); Group I students - 25 per class in 48 classes or 1,200 students (actually 1,167 students responded to this form); and Group II students - 800 students per school at 18 schools minus the 1,200 students receiving the long form or 13,200 students (actually 19,092 students responded to this form).

Also, there was a Student Followup Questionnaire for those students in Group I. This instrument was based on a randomized response technique to determine whether or not even greater anonymity than provided in the prior instrument would produce higher estimates of victimization.

INSTRUMENT DESIGN

Prevention and School Background Questionnaire

This instrument was designed to identify the range of prevention techniques and strategies which schools were using to prevent

TABLE D-1

Number of Pilot Study Schools by Type of Site and Educational Level

Type of Site	Educational Level			
	Elementary	Jr. High	Sr. High	Total
Urban	3	3	3	9
Suburban	3	3	3	9
Rural	3	3	3	9
Total	9	9	9	27

crime. Some of the types of techniques and strategies anticipated were alarm systems, guards, counseling programs, and degree of student involvement in the operation of the school. Also, certain school background information was necessary in order to compare similar schools. The type of information solicited included the physical and organizational structure of the school, the characteristics of the community and educational and disciplnary processes in the school.

Teacher Questionnaire

This instrument was designed to measure the experiences of the teachers as victims of crime. One of the basic assumptions was that teachers do not report all incidents to the principal, therefore, it is necessary to solicit data from them in order to compare their experience with that reported by the principal. This would give some indication of the extent of the underreporting by the principal. In addition to their victimization experiences, the teachers were also asked to furnish information on the school social climate; their perceptions of and reactions to the crime prevention techniques employed by the school; their teaching duties, experience, and training; their fear of crime in the school; their perceptions of conflicts among groups of students, staff, and community; and their ideas on the function of schooling in such areas as instructional activities, control of students, evaluation, socialization goals, and techniques.

Student Questionnaire - Long Form

This instrument was designed to measure the experience of the student as a victim of school crime either in school, on the way to or from school, and/or at a school related activity. As with the Teacher Questionnaire, the major victimization categories were robberies and thefts; it is worth noting that these terms are used in their behavioral sense rather than a legal sense. Comparisons of aggregate victim experience with the principal's incident reports allowed the extent of underreporting to be examined. Some other information requested from the student was needed for statistical controls, as indicators of possible sources of criminal behavior by students, and/or for student perceptions of prevention techniques employed by the school. These included student background characteristics such as education, demographics, family; indicators of social control such as internalized conventional norms, deviant values, involvement and identification with the school, and perceptions of surveillance; sources of educational strains such as disjunctions between educational aspirations and actual expectations, and student power in the educational process; conflicts among groups of students, staff, and community; fear and/or knowledge of crime in the school and community; and student perceptions of the functions of schooling such as input to evaluation, clarity and fairness of rules, and assistance with socialization problems.

Student Questionnaire - Short Form

This instrument contained only the victimization questions found in the Long Form. Information combined from the Long Form and Short Form gave a theoretically complete count of all incidents reported by student victims and again would allow a close examination of the extent of underreporting from the Principal Incident Reporting Sheet.

Student Followup Questionnaire

This instrument was administered to all students who completed the Long Form immediately following its completion. It was a randomized response form, and the procedure for its completion was as follows: the students would take a coin and reanswer several major offense questions should heads (or sometimes tails) come up on the coin. If the other side of the coin came up, the student would answer a neutral question. Each individual had a one-cent coin, an no one else could see which question an individual was answering.

Principal Incident Reporting Sheet

This instrument was basically the same as the Principal Reporting Sheet reported in Appendix C, Section 3 of this report.

DATA COLLECTION

Questionnaire Administration Procedures

(1) Overview

Data collected in the Pilot Study came from three basic sources: (a) the principal and/or his administrative staff via the Principal Incident Reporting Sheets and the Prevention and School Background Questionnaire; (b) the teachers through the Teacher Questionnaire; and (c) the students via either the Long Form or the Short Form of the Student Questionnaire. The procedures followed for each of these instruments were different; therefore, in this section the distribution, administration, and disposition of each instrument will be discussed.

A pretest of these various instruments was conducted in a high school in the Research Triangle Park area. Nine students, 3 teachers, and a principal completed the appropriate instruments and then discussed those items which seemed unclear or ambiguous to them.

(2) Principal Reporting Sheet (PRS)

Principals of the participating schools were requested to complete one PRS for each occurrence of an incident from the beginning of the school year up to October 10, 1975. An incident is defined as one or more offenses committed in one place at one time.

PRSs were either distributed during contacts by RTI staff, or mailed to principals soon after the initial contact. Principals received the number which they estimated would be adequate to meet their needs.

In addition to instruction by RTI staff members during school visits, participating principals also received a mailout from NIE with further information concerning proper completion of the form. These were labeled "Instructions - Principal Incident Reporting Sheet" and also gave examples of properly completed forms for detailed information. The principal should have completed the forms prior to the arrival of the research team, but had not always done so. In those cases, he was encouraged to do so before the team left the school. Any remarks he had pertinent to the form were documented and he was asked approximately how long it took to record an incident. The average time reported was between 3 and 4 minutes.

Since Student and Teacher Questionnaires were not administered in elementary schools, it was necessary to visit these schools to collect completed PRS forms from the principals.

If no incidents were reported at a particular school, one PRS was completed documenting this fact. Each completed form had the two-digit school number entered in the upper right-hand corner. The PRSs were collected the day of data collection in each school. When this was not possible, they were picked up by the end of the week.

(3) Prevention and School Background Questionnaire

The Prevention and School Background Questionnaire was designed to collect information concerning the physical plant and the risk of break-ins, the school's operation and monitoring of the building, student discipline, and some background on students, staff and the community. Principals of participating schools were mailed a draft of this form.

A Prevention and School Background Questionnaire was delivered to each principal as early in the week as possible, and, except for schools scheduled the first day, no later than the day prior to the scheduled administration. Principals of elementary schools were also given this form early in the week.

This questionnaire was self-administered. If a principal completed the draft copy mailed to him, the data was transferred to the actual instrument by the RTI representative.

The Prevention and School Background Questionnaire was collected on the day of administration whenever possible, or on the pre-arranged date in elementary schools.

Any problems the principal had in completing the form, and an estimate on how long it took to complete the form were documented. An accurate estimate of average time was not calculated, however, because in several instances the principal would have various members of the school's administrative staff answer certain questions. Also, principals at some of the large high schools expressed dismay at trying to calculate the dollar value of such things as band instruments, shop equipment, and office equipment -- such as that used in typing classes.

(4) Teacher Questionnaire

This form collected information concerning teachers' experience with crime in school, and was distributed to each teacher along with the Student Questionnaires (Short Forms) for students in that teacher's class. In order to ease distribution problems, this occurred on the day the Prevention and School Background Questionnaire was delivered to the principal of the school. In certain schools, arrangements were made for a group administration of the Teacher Questionnaire.

Since this form was self-administered, instructions to the teachers were attached to the questionnaire. Two methods of collecting completed Teacher Questionnaires were utilized. The method for collecting has been indicated on the Master Pilot Study Schedule. In one half of the schools, teachers mailed completed questionnaires directly to RTI in envelopes provided for this purpose. In the remaining schools, a "ballot box" was provided and located in the school office or some convenient location for teachers to deposit completed forms. A 3 x 5 card on which teachers wrote their names was attached to the questionnaire. Teachers placed this card in a smaller "ballot box" when returning their questionnaires. When necessary, the ballot boxes were left in the school to collect outstanding forms. RTI return envelopes were also left in schools with outstanding Teacher Questionnaires for mailing forms returned to the principals after the departure of the data collection staff at the end of the week.

(5) Student Questionnaire

All students in attendance on the day scheduled for data collection were asked to complete a Student Questionnaire. Two methods of administering this form were utilized. Either two (2) or four (4) classrooms in each school were administered the "Long Form" of the Student Questionnaire. The remaining students completed the "Short Form."

(a) Short Form

"Short Forms" were batched by classroom with sample numbers for students enrolled and identified by teacher name. These forms were delivered prior to the date scheduled for administration, at the same time the Prevention and Teacher Questionnaires were delivered. This allowed teachers ample time to pick up the forms. Special instructions to teachers for administering the form and possibly the Teacher Questionnaire were included with the "Short Form" for each teacher. Envelopes for collecting completed questionnaires were included.

The Special Instructions to Teachers requested that teachers return completed questionnaires to the principal's office immediately after administration. Arrangements were made to collect them from each class in some schools.

(b) Long Form

Study Administrators and/or RTI staff administered the "Long Form". In most cases the two or four classes were administered the questionnaire during the same class period that the "Short Form" was administered.

The "Long Form" was divided into three (3) sections. The first section (questions 1-7) dealt with the student's experience as victims. Questions 8-62 were concerned with background information. The last section was a separate form - The Followup Student Questionnaire. This section was distributed after students completed the first two sections in the "Long Form" booklet. The Followup Questionnaire contained a randomized response technique. When students were distributed this form, each was also given a 1-cent coin.

The "Long Form" of the Student Questionnaire was administered in one of two methods. For those classes assigned a taped administration, it was necessary to set up the tape recorder prior to students' arrival. When the students did arrive, the booklet containing the first two sections was distributed. Introductory remarks and instructions were included on the stimulus tape. Following the last question in the booklet, a "beep" was heard on the tape. At this point, a Followup Questionnaire and coin was distributed to each student; then the recorder was turned back on.

Since the length of class periods varied from school to school, it was not possible to administer all three sections within the class period at some schools. To insure completion of the Followup Questionnaire in such instances, administration of the first booklet was stopped when five (5) minutes remained in the period. The students marked the place they were working by writing "TIME" beside the last question completed. The Followup Questionnaire was then administered by running the tape ahead to the proper place.

In these sessions, the Study Administrator gave an introduction, then read the instructions to the students. They were then allowed to procede at their own pace. Time was called when necessary in order to allow for administration of the randomized response sheet.

MAJOR FINDINGS AND RECOMMENDATIONS OF THE PILOT STUDY

1. Personal theft, assault, and robbery victimization rates for teachers and students cannot be estimated from the Principal Report Sheet (PRS) data due to the underreportage of these offenses by the principal. A student and teacher victimization survey is needed for the national study.

2. The Principal Report Sheet (PRS) appears to be a valid instrument for estimating property offenses at the school level. Having the principal report incidents for a month period seems to work in the opinions of the principals who were interviewed.

3. The Principal Report Sheet needs to be revised for ease of the response of the principal and data processing, e.g., a larger space for a written description of the incident is needed.

4. The sample schools classified for the school location sampling variable need to be reclassified for data analysis and reporting purposes. Census data and maps will be needed for this task.

5. The school sample sizes for the entire study need to be increased to report results for the 12 groups defined by the school type (elementary, junior high, senior high) and four school locations as specified in the legislation. This specification needs to be implemented in selecting the final school sample.

6. The time required to complete the Teacher Questionnaire needs to be decreased. Several of the teachers interviewed felt the pilot study version was too long.

7. The time frame for the victimization items of personal theft, robbery, assault, rape for the Teacher Questionnaire should be the most current month. This finding was based on the opinions expressed by those teachers who were interviewed after completing the Teacher Questionnaire.

8. The teacher victimization measurement should be for incidents occurring at school only.

9. The Teacher Questionnaire should be designed so that a paste-on label can be inserted to identify the month the teacher is to report victimizations.

10. The ballot box should be used to collect the completed Teacher Questionnaires at the school. It seemed to work well in collecting the teacher data. However, it is a "bulky" instrument to carry in and out of the schools. (Note: Corrugated cardboard "hard shells" were used in place of the heavier wooden ballot boxes.)

11. A simple random sample of students should be selected from each Phase II school. Surveying all students would interrupt the instructional process of the school.

12. The victimization items of the Student Questionnaire should be in the middle of the questionnaire to give the student an opportunity to "warm-up" to these important items.

13. The time frame for the victimization items of the Student Questionnaire should be the most current MONTH ONLY for incidents that occur at school.

14. Victimization items for robbery and assault should be developed that measure incidents "to and from schools."

15. The Student Questionnaire should be formatted so that a paste-on label can be inserted that specifies which month the victimization item is measuring incidents.

16. A paper and pencil anonymous self-report Student Questionnaire administered in a group session seemed to work as a data collection procedure. However, based on post interviews with some students of the SQ administration, it was found that some students were "messing around" in responding to the SQ. Based on this observation, a student interview survey is recommended for the national study.

17. A pretest of the Student Interview is needed before its use in the national study.

18. The tape recorder is not needed for administering Student Questionnaires.

19. The randomized response procedure used on certain student victimization items did not seem to work. The reasons were not clear cut. It seems some students, especially at the junior high level, found it difficult to understand and complete satisfactorily.

PART 2 - LITERATURE REVIEW

PART 2 - LITERATURE REVIEW

This review of the literature was conducted by the National Institute of Education and presented in the paper, "The NIE Safe School Study: Concepts and Designs" (December, 1975). The following discussion is based on a section from that paper that provides the literature review used to formulate the substantive structure of the instruments of the Safe School Study.

THE EXPLANATION OF SCHOOL CRIME

Choice of Research Design

The main considerations determine the choice of research design. First, the requirement that the Safe School Study provide national estimates of school crime necessitates a survey on a national sample of schools. Second, despite several very relevant pieces on delinquency in schools (Stinchcombe, 1964; Hirschi, 1969; Gold, 1963; Polk and Schafer, 1973), a broad knowledge of the causes of school crime is not extant in literature. Thus, the kind of information that would guide an experimental design or field demonstration to test crime prevention strategies does not exist.

Together, these two facts point to a nonexperimental research design as the most efficient means of meeting the information requirements of the legislation. The measurement of crime rates in a national sample of schools will provide the kind of descriptive information called for. Concomitant measurement of known and anticipated correlates of school crime, and subsequent analysis of the interrelationships between both sets of variables, will provide indications of the importance of each of a wide range of potential causes of school crime. This type of data will partially meet the explanatory requirements of the legislation and will serve as a basis for the choice of crime prevention measures that might be tested subsequently in more rigorous experimental designs.

Overall Nature of the Model

The model developed here to explain school crime and to guide the data collection and analysis is derived, for the most part, from the theory and findings of delinquency research reviewed in a preceding section. However, it differs from the model pattern of such research in at least one important way: the unit of analysis in this case is not the individual but the school. Thus, in many ways the conceptual model guiding the NIE Safe School Study is an individual level model of delinquency generalized to the level of the school as the unit of analysis.

The model is designed to reflect a middle-range theory of school crime as a system of causal relationships among characteristics of schools and their environs linked to crime rates as the dependent variable. In other words, the model is designed to explain between-school variation in crime rates, but not merely in a statistical sense. An attempt will be made to provide meaningful interpretations of the patterns of hypothesized cause-effect relationships and, by so doing, provide an indication of the manner and extent of influence of a variety of school characteristics on school crime.

A General Model to Explain School Crime

The structure of the model is conditioned by two sets of constraints. First, as policy research, the emphasis is on policy variables (those amenable to policy control) over situational variables (those not) in the explanation of school crime (cf. Coleman, 1972:5) although the latter must be included as controls in a nonexperimental design such as this. Second, constraints of time, money, respondent burden, respondent cooperation, privacy regulations, and the like all serve to transform what is desirable in a model into what is possible. The model that is possible is the substance of the following discussion.

In the first instance an attempt is made to link broad categories of variables in a persuasive model of school crime. This highly abstracted model is developed and elaborated as the discussion proceeds.

Two basic sources of school crime are proposed:

- The community in which the school is located--the argument that between-school variation in crime rates is a reflection, in part, of conditions within the community (including the family) that the school serves.
- The school itself--the argument common in the delinquency literature (e.g., Polk and Schafer, 1972) that much of the delinquency behavior within school is a function of the social and structural characteristics of this institution.

Thus, it is argued, between-school variation in crime rates will be (in part) a function of community conditions, irrespective of the nature of the schools themselves, and a function (in part) of social and structural variation among schools irrespective of conditions in the community they serve.

Considering that the matter at issue is school crime, that school variables are most amenable to policy action, and that much of the existing argument and evidence suggest that schools themselves may generate some of the crimes that they experience (Stinchcombe, 1964; Hirschi, 1969; Polk and Schafer, 1972; Spady, 1974; Tinto, 1975), then an appropriate rationale for the development of the model would seem to be one that focuses on school variables. This is also important because school variables are more likely to be amenable to policy control than community variables.

Four broad categories of school variables in the model are:

(1) Physical structure
(2) Social structure

(3) School function
(4) School climate

Each of these is discussed in turn.

The school's physical structure--the characteristics of its buildings and grounds--is relevant to the rate of crime that the school may experience. If the school is "hardened" by the installation of alarms, monitoring systems, and physical entry barriers, for example, one would expect it to be less vulnerable than others to break-ins. Similarly, schools with few windows or no windows at all are likely to be less vulnerable to forcible entry and to window breakage.

The school's social structure has two parts, as conceived in this model. The first is its composition--essentially the number and characteristics of its students and staff; the second is its pattern of social relations. Among the compositional variables expected to influence school crime rates significantly are numbers of students and staff, e.g., the sheer size of the school, and their socioeconomic characteristics. Studies of colleges and universities have indicated that large institutions are more likely to have high rates of disruption than small ones (Scott and El-Assal, 1969; Bayer and Astin, 1969); and it is reasonable to expect that the same will hold for public schools, especially at the secondary level. Regarding compositional variables, studies of public secondary schools suggest that the closer a school's black-white racial composition approximates a 50%-50% distribution, the greater the likelihood of interracial violence (Havinghurst, 1970; Bailey, 1969).

Among the social-relation variables expected to have a bearing on school crime rates are the amount of intergroup tension among students and the power relations between students and administration. The connection between intergroup tension and violence is pretty straightforward, and it is expected that effective methods of reducing such tension will also reduce school violence. The importance of examining power relations within the school especially between students and administration, has been emphasized by a number of studies conducted in the late sixties (Chesler and Franklin, 1968, 1969). The minimal extent of student participation in school decisionmaking was found to be a major grievance, one significantly related to the amount of disruption in schools. Whether it remains so today, when the emphasis on participatory democracy has diminished, is a question to be investigated. Some recent evidence suggests that student participation continues to be a significant factor in the orderly conduct of school affairs.

Other apparent sources of tension in schools are disagreement between teachers and students concerning the goals of education (Bena and Morris, 1972) and between staff and administrators concerning latitude of action against disruptive students.

The school function variables are derived by and large from Spady's (1974) work on the functions schools perform and the effects of these on students. Spady argues for the following five functions of schools:

1. Instruction: Essentially, "the systematic attempt of teachers and aides to increase the information base and improve the cognitive and physical skills of students" (Spady, 1974:89).
2. Socialization: "The development of the elaborate belief, expectation, and behavior codes that characterize 'normal' or 'appropriate' behavior in the occupational and social worlds of adults" (Spady, 1974:90).
3. Custody-Control: Compulsory attendance laws concentrate large numbers of involuntary clients (students) into schools and make schools legally responsible for them; as a result, schools are forced to develop social control mechanisms simply to accomplish their main functions, those of instruction and socialization. While Spady's custody-control function applies primarily to students, it seems appropriate here to broaden the concept somewhat to include means of controlling the school premises. This alteration would take into account the range of security procedures. (other than physical arrangements) designed to prevent incursions from without.
4. Evaluation-Certification: "The evaluation of student academic performance for the purpose of certifying course credit and graduation eligibility" (Spady, 1974:92).
5 Selection: The allocation of students to various programs of study within schools, and the consequences of this educational selection, with its attendant evaluation-certification, for subsequent social and economic attainments. Under this heading we also include selection into the school (recruitment) and differential school-leaving patterns.

It is argued here that variation among schools on these five dimensions--particularly the first three--will be linked to variation in crime rates among schools. Furthermore, these same five functions of schooling provide an appropriate framework within which the findings of delinquency research at the individual level can be generalized to the school level.

For example, consider the Mertonian argument that underlies strain theories of delinquency (Schuessler, 1964; Polk and Schafer 1972; Tinto, 1975). Schools that have more rigid allocation of students to programs of study (selection function) may exhibit more student anomie and "pressure to deviate" than other schools, and this pressure would be reflected in between-school variation in rates of deviant behavior, some of which is crime.

Consider, as another example, control theories of delinquency which assume delinquent acts to be the result of a weakening of the social bond between the individual and society and which propose attachment, commitment, involvement, and belief as elements of this bond (Hirschi, 1969), or Kelman's (1956) compliance, internalization, and identification. To the degree that schools vary in the manner and extent to which they fulfill all five of their functions (but principally instruction, socialization and custody-control), they provide the means whereby youth may develop: the attachment to others that leads to the identification with the school; the commitment to, for example, educational and occupational careers that militates against delinquent acts; the involvement in school activities that provides an alternative to deviant behaviors as a means of personal expression; the belief in the legitimacy of the social rules that govern conduct within the school or within the wider society; and the compliance with these social rules.

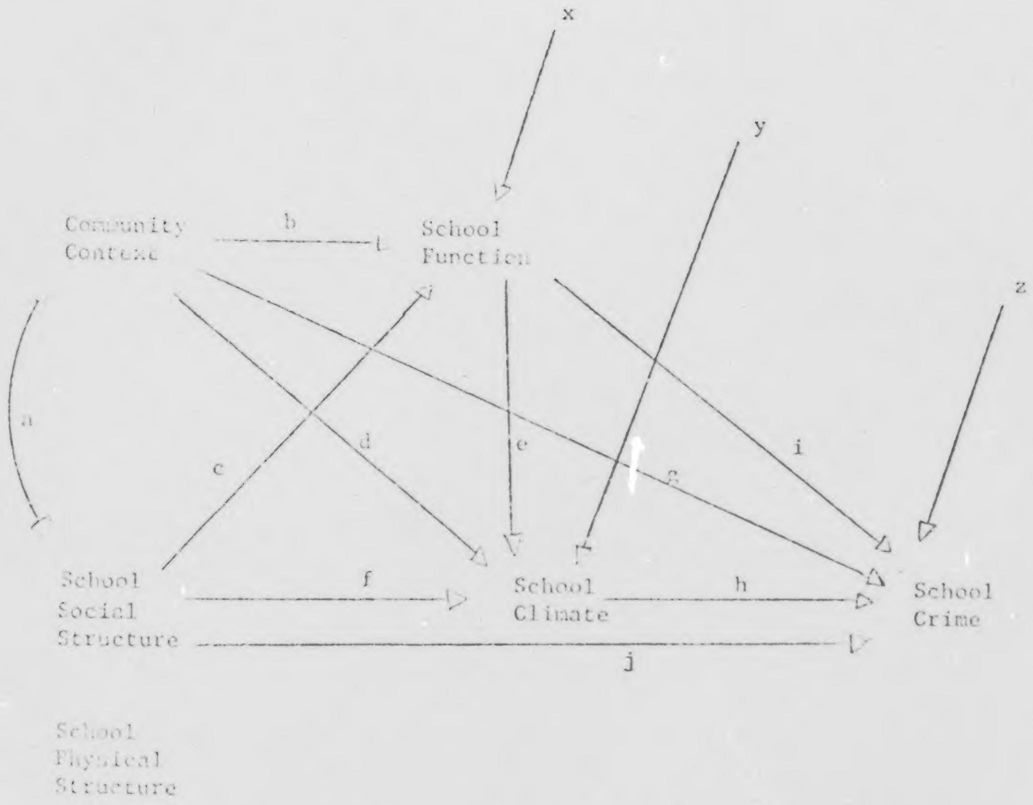
As a more specific example linked directly to the requirements of the legislation, consider how between-school variation in the custody-control function might result in concomitant variation in levels of compliance among schools. Using Kelman's (1956) arguments about the effect of surveillance on compliance, one might argue that as schools vary in the extent to which they provide surveillance (alarms, guards, hall passes, and the like) as part of their custody-control procedures, so schools also vary in the degree of compliance to social rules elicited from the student body and outsiders. Surveillance techniques are perhaps most useful in dealing with outsiders, since the other activities and functions of the school do not generally apply to them unless they are former students. A study of school crime must also take into account the ways in which schools may deter crimes committed by outsiders.

Up to this point we have discussed three of the major categories of school variables to be used in the model--physical structures, social structure, and school function. The fourth, school climate, is simply the aggregate attitude-belief-value characteristics of the people who make up the school. The relation between the school climate variables and school crime rates, particularly as regards violence and vandalism, is expected to be fairly direct. If students do not like their school or their teachers, or each other, the potential for violence and vandalism is probably enhanced. If teachers and administrators regard students more as objects to be controlled than as individuals, according to one study (Duggal, 1969), student unrest is likely to be high. Other relations between school climate variables and school crime rates will also be investigated.

Thus the model now contains six categories of variables: school crime rates; community context; physical structure; social structure; school function; and school climate. We have postulated a causal ordering among these variable categories of the kind represented in Figure D-1.

Figure D-1

A Model of School Crime



x
y
z
Community Context
b
School Function
a
c
d
e
g
i
School Social Structure
f
School Climate
h
School Crime
j
School Physical Structure

The usual conventions employed in causal models are adopted; cause-effect relationships are shown by arrows linking cause and effect; causally unanalyzed relationships are shown by curved double-headed arrows; and variation now explained by variables within the model is accounted for by residual effects arising outside the model. For example:

(1) Relationship "a" is a postulated relationship between community context and school social structure characteristics, but no causal ordering of these variable categories is hypothesized,
(2) Relationship "b" is a postulated causal relationship with the meaning that community context variables affect the ways in which schools fulfill their five functions,
(3) Relationship "x" is a residual effect that says that not all the between-school variations in the functions of schooling are caused by community context and social structure variables; rather, some are a function of unspecified variables not included in the model.

In effect, Figure 1 represents a complex of hypotheses to guide the development of the Safe School Study and to be tested by it. For example, relation "g" is the hypothesis that irrespective of school social or physical structure characteristics, the ways in which functions are fulfilled, and the variations in climate among schools, community context characteristics still influence crime rates in school. This is the notion that the school may be simply one of many targets for criminals within the community itself. On the other hand, relationship "h" is a hypothesis that (even when community context, social and physical structure, and school function variables are taken into account) between-school variation in mean levels of identification, internalization, involvement, belief, and compliance, for example, on the part of students will remain an influence on school crime rates. Again, if school security hardware (alarm systems, etc.) was isolated within the school physical structure category, the relationship "l" might be interpreted as a measure of the relative effectiveness of such equipment in preventing crime, other specified variables being equal, and so address to some extent the information requirements of point 5 of the legislation.

More complex hypotheses are possible also. For example, the two relationships "e" and "h" taken together represent a hypothesis that other things being equal, the way schools fulfill their five functions affects school crime rates because it affects the attitude-belief-value systems of students in the aggregate. Similarly, the pattern of indirect effects "k-h" might be examined to test the argument that security hardware may have adverse and unanticipated effects on students and, through them, on school crime rates (the unanticipated effects of "hardening" schools).

ELABORATION OF THE MODEL

As noted, we have been concerned with defining potentially important categories of variables and the causal linkage among them. It remains then to develop the model further by defining more specific concepts within each category. Note, further, that each of the concepts may give rise to several questionnaire items as indicators.

School Crime

Measurement of variables in this category will provide the data to meet the descriptive information requirements of the legislation and to define the dependent variable within the explanatory model. The specification of the crimes to be considered follows quite closely that of the Uniform Crime Reports. We distinguish crimes against persons (assault, robbery, rape, homicide) from crimes against property (trespass, break-in, theft, bombing, arson, false fire alarm, and other vandalism). A further category encompassing drug and alcohol offenses, weapons possession, and disorderly conduct is included also. For each crime, we distinguish, in addition, whether it was actual, attempted, or threatened. All crimes are described for respondents in behavioral rather than legal terms to avoid the need to be familiar with criminal laws in answering questions.

Three major types of information can be derived from this:

(a) Crime rates for each type of offense
(b) Overall crime rates
(c) Weighted overall crime rates in the form of "seriousness indexes", based, for example, on procedures similar to those developed by Sellin and Wolfgang (1964).

We propose, in addition, an examination of characteristics of the crime. Such variables as location, time of day, means of harm, amount of harm, dollar loss, and the like will be considered also.

These data allow answers to the following types of questions:

(a) What kinds of crimes occur in schools?
(b) How serious are these crimes?
(c) To what extent is the threat of a crime problem?
(d) When are crimes committed (during the day and during the year)?
(e) Where are crimes committed?
(f) How much actual physical harm to students and teachers experienced?
(g) What kinds of weapons are used?
(h) What is the modal cost of school crimes?
(i) What kinds of things are stolen or damaged?
(j) Who are the victims?

Community Context

Our concern here is with two types of community variables that are expected to affect the incidence of crime in schools: community characteristics and community-school relations.

Starting with community-school relations, it is arguable that schools having good relations with the surrounding community will tend to have less crime: the more constructive attention a school pays to these relations and the more support it gets from the community, the lower the school crime rate will tend to be. Indexes of the kind and quality of these relations are therefore included in the survey instruments.

Regarding community characteristics, one can conceive of them as potentially affecting school crime via two sets of mechanisms:

- A direct effect on school crime in which the school simply represents one of a number of potential targets for criminal acts (e.g., burglary)
- An indirect effect on school crime through the effects that the community may have on the characteristics of the student population, on the way in which schools fulfill their functions, and on social climate

We see the sources of both kinds of effects in basic community variables like socioeconomic composition, ethnic composition, and family relationship. Further, we would argue, as these vary so do the opportunity and motivation to commit crimes against schools (the direct effect) as these might be reflected in adolescent unemployment and economic hardship, respectively. The indirect effects of the same basic community variables on school crimes can be argued, for example, in terms of the way the community affects school composition, the transposition of class and ethnic conflict into the school, the class/ethnic effects on the ways in which schools fulfill the selection function, and so on.

Three aspects of physical structure are considered:

(a) The relative hardness/softness of the building as a target for crime (security hardware, concealment provided by features of the school grounds, lights, fences, etc.)
(b) The structure of the building insofar as this might affect the kinds of school climate variables considered above--the effects of environmental structure on psychological states (the notion of "defensible space" would be one example) (Newman, 1973)
(c) The "temptation" aspect to school structure, in the sense of the value of school equipment that could be stolen.

Social Structure

Composition--As mentioned above, this category concerns the numbers and characteristics of the people in a school. Among the latter are the training and experience of teachers and administrators and the following socioeconomic characteristics: age, sex, race, social class (students only), proximity of residence to school.

Social Relations.--Three major types of relations are postulated in this model:

1. Power relations: The relative power of administrators, teachers and students is considered, especially as it applies to decision making in each of the five functional areas. How much power does each have to affect decisions regarding curriculum, grading, school rules, and the like? What institutionalized means are available for the redress of grievances?

2. Authority relations: Who is recognized as having the right to make various kinds of school decisions? If the principal decides on most matters large and small, do the teachers and/or the students regard these decisions as legitimate? Are there certain areas, such as dress, hair styles, personal habits, and the like, in which students believe that neither administration nor faculty members have a right to make decisions for them?

3. Affinity relations: How well do the groups in school get along with each other--students with teachers, teachers with administrators, subgroups of students with each other, etc.?

School Function

The matter to be examined here is the variability among schools in the way in which they fulfill the functions of schooling discussed above. The basic argument is that as schools vary on these dimensions so the school climates vary and, in turn, are linked to variation in the incidence of crime among schools. In some circumstances, however, we may expect to see a direct effect of school function upon the crime rate, as would be the case with many of the custody-control variables.

The components of each of these five function dimensions are considered in turn. Many of the variables noted are derived from the work of Spady, Fletcher, and Cohen in this area (cf. Fletcher and Spady, 1975). We propose the following types of variables among others:

a. Instruction
    1. Amount of time spent in instruction
    2. Perceived quality of instruction
    3. Extent of individualized instruction
    4. Special assistance with schoolwork
b. Socialization
    1. Student involvement in school organizations and activities
    2. Counseling services (guidance, personal problems)
    3. Provisions for staff/student interaction on nonacademic matters
    4. Special courses in law and justice, human relations, value clarification, etc.
c. Custody/Control
    1. Nature and extent of school rules
    2. Clarity of rules
    3. Statement of student rights/obligations
    4. Enforcement of rules
    5. Surveillance programs (student patrols, parent patrols, guards, block mothers, police patrols)

    6. Disciplinary measures (suspensions, expulsions, corporal punishment)
    7. Programs for discipline problems (special classes, alternative schools)
- d. Evaluation-Certification
    1. Emphasis placed on evaluation
    2. Teacher expectations of students
    3. Promotion policies
- e. Selection
    1. Extent and characteristics of tracking
    2. Criteria for recruitment to school (personal preference, geographical assignments, etc.)
    3. Special classes (for gifted, retarded, etc.)

School Climate

As noted, we are departing somewhat from the substance of most measures of school climate which derive their content in terms of achievement. Our concern is with those aspects of school--attitudes, beliefs, and values--that are most likely to affect the rate of crime in schools; the genesis of these climate dimensions lies in the delinquency literature. The following dimensions of school climate are proposed:

1. Strain--pressure to deviate as a function of a means/ends disjunction
2. Identification--attachment to the school and its personnel
3. Commitment--commitment to goals of the school
4. Involvement--involvement in school activities
5. Belief--belief in the moral validity of school rules
6. Sense of personal power, efficacy--fate control.

Model Complexity

Clearly, the model has become complicated as the original five categories of variables have been elaborated. With the further elaboration of these through the use of multiple indicators of each concept, the number of actual variables to be handled is considerable. This number will be reduced to a more manageable size through clustering techniques, when testing the assumption that indicators are, in fact, indicators of more general underlying constructs. Perhaps the major approach to simplification will be an overtly empirical one. We will simply eliminate variables not linked to school crime rates on the basis of the data collected. Given the present state of knowledge in this area, this approach seems defensible. Thus, the final model will contain a subset of these variables discussed above.

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PART 3. THE SAMPLE DESIGN OF THE SAFE SCHOOL STUDY

PART 3. THE SAMPLE DESIGN OF THE SAFE SCHOOL STUDY

This report provides some observations concerning the thinking and activities that led to the sample design specifications for the NIE Safe School Study. Previous reports provided the details of the specifications.

The character of the sample design used for the Safe School Study evolved over a short span of about two weeks in the spring of 1975. It was intended to provide identified data requirements. Public Law 93-380, section 825, set forth the basic requirements, which were translated into operational definitions by the NIE professional staff.

The NIE staff proposed basic research design that would be responsive to the questions posed by the needs of Congress. That the primary data needs required a multiple phase survey was decided early.

The first phase survey was identified as one to be conducted by mail, supplemented by phone contact. School administrators in a national sample of elementary and secondary schools would be asked to report in detail on the incidence, cost, and prevention of crime in their respective schools. Incidents in each school were to be monitored for a period of time in the school year with further reporting on crime prevention methods employed. The second phase survey was to be a subsample of only secondary schools. Questionnaires for this phase were to be administered by personal visit of field interviewers. Data obtained in Phase II were to be linked to those obtained in Phase I.

As planning proceeded, it was determined that the best available current sampling frame was maintained by Curriculum Information Center, Inc. (CIC). This decision played a role in the development of the sample design specifications, since only data available on the CIC tape could be used for any design and selection needs.

The character of the Phase II sample clearly needed to be a multi-stage design if optimum considerations were to be used, even in the absence of specifics on field structure and process of the likely bidders. On the other hand, it was equally true that the Phase I sample, except for the part to be used in Phase II, would best be a single-stage stratified sample of schools. To simplify communication, the Phase II school sample was identified as sample selection scheme two, and the increment required for Phase I was identified as sample selection scheme one.

A stratification by locational domain was established by NIE as an analytical requirement. The decision on strata by educational domains, for sampling purposes, was based on available data. The product of the locational domains and educational domains produced 12 sampling strata. Further, it was considered likely that substrata by size-class of school would provide some statistical gains for the study. Data used to determine the substrata class-size boundaries were based on a 1968-69 study showing distributions of schools by size and level.

For sample selection scheme 1, a systematic sample selection using a geographic ordered frame within the 48 strata cells was considered best for statistical purposes. This was also desirable so that sample selection at CIC could proceed in an efficient manner and independent from the sampling for sample selection scheme two. Several waves of sampling, with probability subsets, were found to be the most flexible for obtaining needed precision as well as providing the possibility of added precision if contract negotiations could establish that the successful bidder could provide a larger sample within the available budget.

For sample selection scheme two, more complex planning was required. Within the framework of a multistage design, it was ncecssary to try to accommodate possible ranges of various unit costs that would be faced by the successful bidder. The structure of the available field staff and the character of travel required for a first stage design for this study would obviously be known only after the contractor was chosen, but timing required the design to be established and the sample selected even before the full proposal process had been completed. The sample design was established after considering the likely effects on precision of: (1) design effects arising from within PSU clustering of both junior and senior high schools; (2) effects of ratio estimation; (3) speculated unit cost elements; and (4) effort levels available for this phase. Some of the available data on variances from a National Center for Educational Statistics (NCES) Staffing Study were used. Speculations on other sample effects were based on experience with a wide range of sampling problems. Unit cost data were based on a variety of experiences. Since the design was to be used by an unknown contractor, no existing PSU structure was stipulated. The analytic needs for data for locational domains identified 20 Primary Sampling Units (PSUs) as the level that would be consistent with a number of possible ranges within sampling and overall cost allocation. The minimum level of within sampling of four junior high schools and four senior high schools in each sample PSU seemed to accommodate the analytic needs and be reasonably consistent with the several factors affecting the approximate optimum goal. This allowed for further within-PSU sample expansion if funds permitted, without being inconsistent with allocation needs.

The sample sizes for the study were established after consideration of the likely precision effects of a variety of sample sizes on the standard errors of differences between rates in two independent survey domains. In addition to sample size variation, the NIE staff were shown the effects of various speculated factors. These factors were the underlying relative error of a population distribution for a variate under consideration, the likely correlation factor in ratio estimation, as well as the effect of sample size. NIE staff consideration of these speculations led to the decision on minimum required sample sizes for each phase. It was recognized that these had to be examined in relation to overall effort. However, it was felt that the minimums could be exceeded, under some circumstances, by the successful bidder. To allow for this contingency, it was decided that the several samples should be set forth in waves. Further, it was decided to establish probability subsets in the second waves so that a successful bidder would have directly available a number of incremental samples to lead to any desired initial starting size. The successful bidder's judgment on the likely level of nonresponse would have to be factored in so that the starting sample would lead to the desired minimum completed sample. Thus, the Task Five report study sample sizes were designed to be reasonably responsive to the minimum precision goals of the study staff, the likely variation in assumed nonresponse rates, the variation in sample size that the successful bidder could best provide based on the staff disposition and travel factors, and the overall budget constraints.

The final sample size specifications in the RFP were determined as needing to be a minimum of 4,800 Phase I respondents and 600 Phase II respondents to attempt to provide for the analytic needs deemed likely by the NIE staff. Their decisions were based on speculated sampling error effects provided by the consulting statistician. The character of the analytic needs was essentially stated for these purposes in terms of rates of independent study domain subsets. Some of the purposes were stated in terms of needs to achieve statistically significant differences between rates. As in any sample design planning, the overall budget sets up one constraint. The character of variance components and various design effects set up other factors. The likely levels of unit costs and nonvolume related costs set up still other factors.

Within the planning activities, a need emerged to establish for sampling purposes a definition of educational domain levels. It was recognized that this had to be a unique definition for sampling purposes but that changes in definition could be accommodated for analytic purposes. The available data showed a concentration of certain grade-span schools, but also showed that there were a great many of other types of grade-span schools. Study of the distribution of numbers of public elementary and secondary schools, by grade span, as of October 1, 1969 and the percent distribution of pupils for the same classification and period, led the NIE project director to decide that for sampling purposes, the following would be the definitions used:

- Senior High Schools--(a) have grades 10, 11, or 12; (b) 50 percent or more of all grades are in grades 10, 11, or 12.
- Junior High Schools--(a) were not a high school; (b) had grades 7, 8, or 9; (c) 50 percent or more of all grades are in grades 7, 8, or 9.
- Elementary Schools--All the rest.

This is an unbiased set of rules for dividing the study universe into strata for sampling purposes for taking into account the educational domains. Any other set of rules, for sampling purposes, would have the same characteristic. Analytic labels can be accommodated for any scheme within each of the two sample selection schemes. Thus, any of the total set of sample schools in Phase I of the survey can be used for any designed analysis purpose provided that the weights stemming from the sampling are used in the estimation.

PART 4 - DEFINITION OF LOCATIONAL DOMAIN STRATUM A

PART 4. DEFINITION OF LOCATIONAL DOMAIN STRATUM A

Cities with a population of 500,000 or more:

New York City
Chicago
Los Angeles
Philadelphia
Detroit
Houston
Baltimore
Dallas
Washington, D. C.
Cleveland
Indianapolis
Milwaukee
San Francisco
San Diego
San Antonio
Boston
Memphis
St. Louis
New Orleans
Phoenix
Columbus
Seattle
Jacksonville
Pittsburgh
Denver
Kansas City

PART 5. DEFINITIONS OF EDUCATIONAL LEVEL DOMAINS FOR SAMPLE SELECTION PURPOSES

PART 5. DEFINITIONS OF EDUCATIONAL LEVEL DOMAINS FOR SAMPLE SELECTION PURPOSES

Senior High School (S): Any school having grades 10, 11, or 12, where a 50 percent or more of all grades are in grades 10, 11, 12.

Junior High Schools (J): Any school that is not a high school, and that has grades 7, 8, or 9, where 50 percent or more of all grades are in grades 7, 8, or 9.

Elementary (E): All the rest of the schools.

								To						
From	Pk	k	1	2	3	4	5	6	7	8	9	10	11	12
Pk	E	E	E	E	E	E	E	E	E	E	E	E	E	E
k		E	E	E	E	E	E	E	E	E	E	E	E	E
1			E	E	E	E	E	E	E	E	E	E	E	E
2				E	E	E	E	E	E	E	E	E	E	E
3					E	E	E	E	E	E	E	E	E	E
4						E	E	E	E	E	E	E	E	E
5							E	E	E	J	J	J	E	E
6								E	J	J	J	J	J	E
7									J	J	J	J	J	S
8										J	J	J	S	S
9											J	S	S	S
10												S	S	S
11													S	S
12														S

PART 6 - STUDY INSTRUMENTS

PART 6. STUDY INSTRUMENTS

Included in Part 6 are the following study instruments:

1) Principal Incident Reporting Sheet (PRS) p. D-37
2) Principal Questionnaire - Phase I (PQ1) pp. D-38-46
3) Principal Questionnaire - Phase II (PQ2) pp. D-47-D-62
4) Teacher Questionnaire (TQ) pp. D-63-D-76
5) Teacher Telephone Follow-up Questionnaire (TFU) pp. D-77-D-82
6) Student Questionnaire (SQ) pp. D-83- D-98
7) Student Interview (SIQ) pp. D- 99-D- 122
8) Post Interview Check (PIC) pp. D-123-D-134

Note that the variable label from the data file has been superimposed for each item response as a reference aid.

OMB No. 051-R-1183
Approval Expires July 31, 1977

National Institute of Education
SAFE SCHOOLS STUDY

INCIDENT REPORTING SHEET

INSTRUCTIONS: Use one sheet for each incident, even if several victims or offenders were involved. (An "incident" is defined as one or more offenses committed in a place at one time.) Circle the number (or numbers) that indicate your response, or write in the numbers as required. Some parts may require more than one circle. Please fill in all three columns.

COLUMN I TYPE OF OFFENSE	COLUMN II DETAILS OF OFFENSE	COLUMN III FURTHER INFORMATION ABOUT THIS INCIDENT

OFFENSES AGAINST PROPERTY
(No contact between victim and offender)

• 1. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Trespass on school property
1	2	Break into school building(s)
1	[✓ 2]	Steal thing(s) without force/threat against persons
1	2	Set off bomb(s)
1	2	Set fire(s)
1	2	Destroy/damage property willfully (not by bomb or fire)
1	2	Set off false fire alarm(s)
1	2	Commit other offense(s) against property
1	2	Threaten any of the above

DETAILS OF OFFENSES AGAINST PROPERTY

• 2. Property belonged to: (Circle appropriate number or numbers.)

1 the school
[✓ 2] individual(s)

• 3. Circle the number for what was stolen, damaged, or destroyed, and indicate replacement/repair cost.

	Cost
1 Automobile	$
2 Bicycle	$
3 Money	$
[✓ 4] Clothing	$ 10.00
5 Books	$
6 Other school supplies	$
7 School equipment	$
8 Windows	$
9 Walls	$
10 Other school property	$
11 Other personal property	$

OFFENSES AGAINST PERSONS
(Contact between victim and offender)

• 4. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Take something directly from someone by force, weapons, or threat
1	2	Attack someone physically
1	2	Get into a physical fight between individuals (mutual involvement)
1	2	Participate in group conflict (as in a gang fight or aftergame fight)
1	2	Rape someone
1	2	Kill someone (Give details on back of page.)
1	2	Commit other offense(s) against persons
1	2	Threaten any of the above

DETAILS OF OFFENSES AGAINST PERSONS

• 5. How was harm inflicted or attempted? (Circle all that apply.)

1 Bodily force
2 Blunt instrument
3 Sharp instrument
4 Gun
5 Other (specify) ________
6 Don't know

• 6. How many people were: (Write in number; if none, enter "0".)

1 Injured, but not treated by doctor ____
2 Treated by doctor and released ____
3 Hospitalized, at least overnight ____
4 Died ____

• 7. If something was taken directly from someone by force, indicate replacement/repair cost. $ ____

OTHER OFFENSES
(Not against persons or property)

• 8. What did the offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Sell drugs
1	2	Use or possess drugs
1	2	Use or possess alcohol
1	2	Possess weapon(s)
1	2	Disrupt school activities
1	2	Commit any other offenses not listed above

INCIDENT DESCRIPTION (Question 19)

a student's sweater was stolen from her locker. The next day she saw another girl wearing the sweater. The girl and her parents were called to my office and warned that serious action would be taken if there was any further misbehavior

• 9. Today's date is: 2 / 4 / 76 (Month Day Year)

• 10. Date of incident: 2 / 3 / 76 (Month Day Year)

• 11. Time of incident: (Circle one number.)

[✓ 1] During school day
2 Before or after school day
3 Weekend
4 Vacation

• 12. Location of incident: (Circle one number.)

1 Hallway or stairs
2 Classroom
3 Restroom
4 Cafeteria
[✓ 5] Gym or locker room
6 Parking lot
7 Athletic field or playground
8 On school bus
9 Other place (specify) ________

• 13. Indicate if the incident occurred at: (Circle one number if applicable.)

1 Inter-school athletics here
2 Inter-school athletics elsewhere
3 School social event here
4 School social event elsewhere

• 14. How many victims and offenders were: (Write in number, a "0", or, if you don't know, a "DK".)

	No. of victims	No. of offenders
Male?	0	0
Female?	1	1

• 15. How many were:

Current students here?	1	1
Other school-age youth?	0	0

• 16. How many were:

Teachers?	0	0
Other school personnel?	0	0

• 17. Were all victims and offenders of the same race? (Circle one number.)

[✓ 1] Yes
2 No
3 Don't know
4 Not applicable

• 18. School reported incident to: (Circle all that apply.)

1 Parents of victim
[✓ 2] Parents of offender
3 School district office
4 School security staff
5 Police or other law enforcement agency
6 Other (specify) ________
7 Did not report incident

INCIDENT DESCRIPTION

• 19. Please describe the incident on the lines provided to the left. Use the back of sheet, if necessary.

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NATIONAL INSTITUTE OF EDUCATION

SAFE SCHOOL STUDY

PRINCIPAL QUESTIONNAIRE
PHASE I

CONDUCTED BY--
RESEARCH TRIANGLE INSTITUTE
P. O. BOX 12194
RESEARCH TRIANGLE PARK, N. C. 27709
Telephone No.: (919) 549-8311

SAFE SCHOOL STUDY

National Institute of Education

PRINCIPAL'S QUESTIONNAIRE
PHASE I

This questionnaire is part of a study being conducted by the National Institute of Education to discover (1) how much of a problem schools are having with vandalism, personal attacks, theft and related incidents; and (2) what can be done in schools having such a problem to make them safer and more secure.

The study was authorized by the Congress of the United States in Public Law 93-380, and the data are being collected by the Research Triangle Institute. Participation in the study is voluntary on your part.

The questions here seek information on your school's physical plant, security practices, and disciplinary procedures. While the questionnaire is directed specifically to you as principal, it is entirely possible that there are other persons on your staff who can complete the questions for you with the exception of questions 22 through 25. If you prefer to designate a staff member to complete the questionnaire, please review the responses to questions 22 through 25 to insure that they have been answered as you would have responded.

It is important that you answer each question as fully and frankly as possible, even if your school has no problem with vandalism or other incidents. The national estimates required by the legislation must be made on the basis of a sample of all schools, not just those experiencing difficulties.

The questionnaires will be filed by identification number only, and the link between school name and number will be destroyed at the end of the project. No names of persons or schools will be used in any reports.

Your assistance in this important study is greatly appreciated.

NOTE: Some questions refer to the month for which you are reporting incidents. Your incident reporting month is SEPTEMBER.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one.)
- (Circle all that apply.)
- (Circle one number on each line.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

PP1Q1 1. **For what month are you reporting incidents?**
(SEE NOTE AT THE BOTTOM OF PAGE 1)
________ Month

PP1Q2 2. **How would you describe the area in which your school is located?**

(Circle one.)

City of 500,000 or more	1
City of 100,000 - 499,999	2
City of 50,000 - 99,999	3
Town of 10,000 - 49,999	4
Town of 2,500 - 9,999	5
Town, place, or rural area under 2,500	6

3. What grades are taught at your school?
________ Grades
PP1Q3_K, PP1Q3_1, PP1Q3_2, PP1Q3_3, PP1Q3_4, PP1Q3_5, PP1Q3_6, PP1Q3_7, PP1Q3_8,
PP1Q3_9, PP1Q3TN, PP1Q3EL, PP1Q3TW

PP1Q4 4. How many full-time classroom teachers does your school have?
________ Number

PP1Q5 5. Aside from teachers, how many other full-time staff members does your school have (office staff, counselors, other support staff, custodians, etc.)?
________ Number

PP1Q6 6. How many students are currently enrolled in your school?
________ Number

PP1Q7 7. What is your school's average daily attendance?
________ Number

PP1Q8 8. How many full days of school were (are to be) held in September?
________ Number

9. At the beginning of September, did your school have the following security devices?

(Circle one number on each line.)

			YES	NO
PP1Q9A	a.	Electronic intrusion detection system(s) (motion, sound, heat detectors, etc.)	1	2
PP1Q9B	b.	Closed circuit T.V. monitor(s)	1	2
PP1Q9C	c.	Automatic communication link with police or central monitoring station in case of break-in	1	2
PP1Q9D	d.	Portable emergency signalling devices (wrist alarms, pocket alarms, etc.)	1	2
PP1Q9E	e.	Security vault or safe	1	2

10. At the beginning of September, how many of the outside doors and ground-level windows at your school had the following security devices?

(Circle one number on each line.)

			None	Some	All
PP1Q10A	a.	Deadbolt locks or other specially designed security locks on outside doors	1	2	3
PP1Q10B	b.	Intrusion alarms on outside doors	1	2	3
PP1Q10C	c.	Security screens on ground-level windows	1	2	3
PP1Q10D	d.	Intrusion alarms on ground-level windows	1	2	3
PP1Q10E	e.	Unbreakable glass or plastic in outside windows	1	2	3

PP1Q11 11. What percentage of the outside wall area of your school (at ground level) is ordinarily lighted at night?

______________%
Percent

12. Does your school employ the following security procedures?

(Circle one number on each line.)

			YES	NO
PP1Q12A	a.	Locker checks	1	2
PP1Q12B	b.	Key control system (school keys in possession of authorized personnel only)	1	2
PP1Q12C	c.	School keys marked or designed to prevent duplication	1	2
PP1Q12D	d.	Outside locks replaced when key is missing	1	2

13. At your school, how strictly enforced are each of the following regulations?

(Circle one number on each line.)

			Little or No Enforcement	Moderately Enforced	Strictly Enforced	No Such Regulation
PP1Q13A	a.	Students must show I.D. cards to authorized personnel when requested	1	2	3	9
PP1Q13B	b.	Visitors must check in at office	1	2	3	9
PP1Q13C	c.	Students must carry hall passes if out of class	1	2	3	9

14. In May, how many of the following were used for your school's security?

(Fill in each item. If none, write in "0".)

		Average Number of Persons On Day Duty	Average Number of Persons On Night Duty
a.	Administrators and/or faculty members specifically responsible for security and discipline	PP1Q14AD Number	PP1Q14AN Number
b.	Security guard(s) employed by school or school district	PP1Q14BD Number	PP1Q14BN Number
c.	Police on a regular patrol outside the school	PP1Q14CD Number	PP1Q14CN Number
d.	Police stationed in school	PP1Q14DD Number	PP1Q14DN Number
e.	Students from your school as monitors	PP1Q14ED Number	PP1Q14EN Number
f.	Parents as monitors or security guards	PP1Q14FD Number	PP1Q14FN Number
g.	Janitor(s) as watchmen	PP1Q14GD Number	PP1Q14GN Number
h.	Other PP1Q14SP (specify)	PP1Q14HD Number	PP1Q14HN Number

PP1Q15 15. In May, were there any people living on campus at your school?

(Circle one.)

1 Yes

2 No

16. In May, how many students at your school were:

(Fill in number on each line. If none, write in "0".)

PP1Q16A a. Suspended ____ Number

PP1Q16B b. Expelled from your school ____ Number

PP1Q16C c. Assigned to special day-long class in your school for disruptive students ____ Number

PP1Q16D d. Transferred to special school for disruptive students ____ Number

PP1Q16E e. Arrested by the police for incidents occurring at school ____ Number

PP1Q17 17. In May, how many times have you and/or the assistant principal(s) met individually with parents to discuss their children's behavior?

____ Number

18. In the handling of discipline problems at your school, how much support do you get from each of the following?

If you have no discipline problem, check here ☐

(Circle one number on each line.)

			None	Little	Some	Very Much
PP1Q18A	a.	Parents	1	2	3	4
PP1Q18B	b.	Local police	1	2	3	4
PP1Q18C	c.	Local courts	1	2	3	4
PP1Q18D	d.	School board	1	2	3	4
PP1Q18E	e.	School system central office	1	2	3	4

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19. How serious a problem have vandalism, personal attacks and theft been at your school in each of the last five years?

(Circle one number for each school year.)

			No Problem	A Small Problem	Moderate Problem	Fairly Serious Problem	Very Serious Problem
PP1Q19A	a.	1971-1972	1	2	3	4	5
PP1Q19B	b.	1972-1973	1	2	3	4	5
PP1Q19C	c.	1973-1974	1	2	3	4	5
PP1Q19D	d.	1974-1975	1	2	3	4	5
PP1Q19E	e.	1975-1976	1	2	3	4	5

PP1Q20A
PP1Q20B
PP1Q20C
PP1Q20D
PP1Q20E

20. If there has been a marked change at your school in the seriousness of these problems over the last five years, to what do you attribute this change?

____

____

____

21. Have either of the following occurred at your school in the last 12 months?

(Circle one number for each item. If "yes", answer follow-up question.)

PP1Q21A a. Homicide
1 No
2 Yes → Number of times in last 12 months PP1Q21AN ________ Number

If yes, please describe: PP1Q21AD ________________________

____

PP1Q21B b. Rape
1 No
2 Yes → Number of times in last 12 months PP1Q21BN ________ Number

PLEASE BE SURE THAT QUESTIONS 22 THROUGH 25 ARE ANSWERED BY THE PRINCIPAL.

PP1Q22A
PP1Q22B
PP1Q22C
PP1Q22D
PP1Q22E

22. If your school has had a problem with vandalism, personal attacks, or theft, have you undertaken any programs or measures that have been particularly successful in reducing them? If so, would you please briefly describe these programs or measures.

23. During school hours which of the following measures would you recommend strongly to schools having serious problems with vandalism, personal attacks, and theft?

(Circle all that apply.)

PP1Q23A	Provide security guards in school	1
PP1Q23B	Have regular police stationed in school	2
PP1Q23C	Suspend and/or expel discipline problem students	3
PP1Q23D	Put disruptive youngsters into separate school or classes	4
PP1Q23E	Get students more involved in the operation of the school	5
PP1Q23F	Draw up and enforce stricter rules of conduct	6
PP1Q23G	Provide more courses tailored to student needs, abilities and interests	7
PP1Q23H	Provide more counseling for students with problems	8
PP1Q23I	Get parents more involved in the operation of the school	9
	Other PP1Q23SP ______ (specify)	10

24. After school hours which of the following would you recommend strongly to schools having serious problems with vandalism and theft?

(Circle all that apply.)

PP1Q24A	Get a good alarm or monitoring system to guard against break-ins	1
PP1Q24B	Provide school security guards in school	2
	Other PP1Q24SP ______ (specify)	3

PP1Q25A
PP1Q25B
PP1Q25C
PP1Q25D
PP1Q25D

25. Please describe any other things that you would recommend to schools having problems with vandalism, personal attacks, and theft.

PP1Q26YN **26. Did your school have a summer school program this year?** Yes No

If yes,

How many students were enrolled? PP1Q26.1 (Number of Students)

How many teachers were employed? PP1Q26.2 (Actual Number of Persons Rather than Full-time Equivalents)

How many school days was the summer program in session? PP1Q26.3 (Number of Days)

THANK YOU FOR YOUR HELP. PLEASE ENCLOSE THIS QUESTIONNAIRE IN THE POST-PAID ENVELOPE AND MAIL TO RTI PROMPTLY.

OMB No. 051-R-1183
Approval Expires May 31, 1977

NATIONAL INSTITUTE OF EDUCATION

SAFE SCHOOL STUDY

PRINCIPAL QUESTIONNAIRE

PHASE II

CONDUCTED BY--
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SAFE SCHOOL STUDY

National Institute of Education

PRINCIPAL'S QUESTIONNAIRE
PHASE II

This questionnaire is part of a study being conducted by the National Institute of Education to discover (1) how much of a problem schools are having with vandalism, personal attacks, theft, and related incidents; and (2) what can be done to make schools safer and more secure.

The study was authorized by the Congress of the United States in Public Law 93-380, and the data are being collected by the Research Triangle Institute. Participation in the study is voluntary on your part.

The questions concern your physical plant and risk of break-ins, schools' operations and monitoring of the building, student discipline, and some background information on your students, staff, and community. While the questionnaire is directed specifically to you as principal, it is entirely possible that there are other persons on your staff who can complete the questions for you with the exception of questions 72 through 75. If you prefer to designate a staff member to complete the questionnaire, please review the responses to questions 72 through 75 to insure that they have been answered as you would have responded.

It is important that you answer each question as fully and frankly as possible, even if your school has no problem with vandalism or other incidents. The national estimates required by the legislation must be made on the basis of a sample of all schools, not just those experiencing difficulties.

The questionnaires will be filed by identification number only, and the link between school name and number will be destroyed at the end of the project. No names of persons or schools will be used in any reports.

Your assistance in this important study is greatly appreciated.

NOTE: Some questions refer to the month for which you are reporting incidents. Your incident reporting month is SEPTEMBER.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one.)
- (Circle as many as apply.)
- (Circle one number on each line.)
- (Circle one number for each item.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

PP2Q1 **1. For what month are you reporting incidents?** ____________ month
(SEE NOTE AT THE BOTTOM OF PAGE 1.)

PART I

School Location, Physical Structure, and Schedule

PP2Q2 **2. How would you describe the area in which your school is located?**

(Circle one.)

City of 500,000 or more	1
City of 100,000 - 499,999	2
City of 50,000 - 99,999	3
Town of 10,000 - 49,999	4
Town of 2,500 - 9,999	5
Town, place, or rural area under 2,500	6

PP2Q3 **3. How old is your school's main building?**

(Circle one.)

0 - 9 years	1
10 - 29 years	2
30 - 49 years	3
50 - 69 years	4
70 or more years	5

PP2Q4 **4. How many separate buildings does your school have?** ____________ number

PP2Q5 **5. Overall, what condition are the buildings (is the building) in?**

(Circle one.)

Poor	Below Average	Average	Above Average	Excellent
1	2	3	4	5

PP2Q6 **6. How many open-space classrooms are in use in your school?** ____________ number

PP2Q7 **7. In all, how many classrooms are in use in your school?** ____________ number

8. What grades are taught at your school? ____________ grades

PP2Q8K, PP2Q81, PP2Q82, PP2Q83, PP2Q84, PP2Q85, PP2Q86, PP2Q87, PP2Q88, PP2Q89, PP2Q810, PP2Q811, PP2Q812

PP2Q9 9. How long does it usually take to have broken windows replaced?

(Circle one.)

Less Than One Week	1 - 2 Weeks	3 - 4 Weeks	More Than One Month
1	2	3	4

PP2Q10 10. What percentage of the outside wall area of your school (at ground level) is ordinarily lighted at night? ____________% percent

11. Incidents can occur in various places. Does your school have the following?

(Circle one number for each item.)

			Yes	No
PP2Q11A	a.	Cafeteria	1	2
PP2Q11B	b.	Faculty restrooms	1	2
PP2Q11C	c.	Gym	1	2
PP2Q11D	d.	Parking lot	1	2
PP2Q11E	e.	Athletic field or playground	1	2

12. Here are some major items that are sometimes stolen from schools. How many of each of the following does your school have?

(Fill in number on each line. If none, write "0".)

PP2Q12A a. Typewriters ____________

PP2Q12B b. Movie projectors ____________

PP2Q12C c. Television sets ____________

PP2Q12D d. Tape recorders ____________

PP2Q12E e. Video tape recorders ____________

PP2Q13A 13. a. At what time does the school day begin? ____________ Time

PP2Q13B b. At what time are most students dismissed from school? ____________ Time

PP2Q13C c. How many minutes long is an individual student's lunch period? ____________ Minutes

PP2Q14 14. Are students allowed to leave the school grounds at lunch time?

(Circle one.)

1 Yes
2 No

PP2Q15 15. Within a quarter mile of school is there a place where students frequently hang out (lunch counter, restaurant, store, etc.)?

(Circle one.)

1 Yes
2 No

PP2Q16A **16. a. How many full days of school were (are to be) held in September?** ____________ (Number)

PP2Q16B **b. How many part-days of school were (are to be) held in September?** ____________ (Number)

PART II

Security Measures

17. At the beginning of September, did your school have the following security devices and if so, are they dependable?

(Circle one number on each line.)

			Did Not Have	Has, Dependable	Has, Not Dependable
PP2Q17A	a.	Electronic intrusion detection system(s) (motion, sound, heat detectors, etc.)	1	2	3
PP2Q17B	b.	Closed circuit T.V. monitor(s)	1	2	3
PP2Q17C	c.	Automatic communication link with police or central monitoring station in case of break-in	1	2	3
PP2Q17D	d.	Portable emergency signalling devices (wrist alarms, pocket alarms, etc.)	1	2	3
PP2Q17E	e.	Security vault or safe	1	2	3

18. At the beginning of September, did your school have the following security devices?

(Circle one number on each line.)

			None	Some	All
PP2Q18A	a.	Deadbolt locks or other specially designed security locks on outside doors	1	2	3
PP2Q18B	b.	Intrusion alarms on outside doors	1	2	3
PP2Q18C	c.	Security screens on ground-level windows	1	2	3
PP2Q18D	d.	Intrusion alarms on ground-level windows	1	2	3
PP2Q18E	e.	Unbreakable glass or plastic in outside windows	1	2	3

19. Are any of the security devices that your school has (Question 18 above) not dependable?

(Circle one number. If "yes" answer follow-up question.)

PP2Q19
1 Yes → Which device(s)? → PP2Q19A ___ PP2Q19B ___ PP2Q19C ___ PP2Q19D ___ PP2Q19E ___ Letter(s) from Q. 18
2 No

9 Do not have any of the above

20. In the 12 months prior to your incident reporting month, on what occasions did your school use each of the following for security purposes?

(Circle all that apply on each line.)

	On School Days	On Week-Ends or Holidays	At Athletic Events	At Dances or Other Social Functions	Did Not Use for Security Purposes
a. Administrators and/or faculty members specifically responsible for security and discipline	PP2Q20A1 1	PP2Q20A2 2	PP2Q20A3 3	PP2Q20A4 4	PP2Q20A9 9
b. Security guard(s) employed by school or school district	PP2Q20B1 1	PP2Q20B2 2	PP2Q20B3 3	PP2Q20B4 4	PP2Q20B9 9
c. Police on a regular patrol outside the school	PP2Q20C1 1	PP2Q20C2 2	PP2Q20C3 3	PP2Q20C4 4	PP2Q20C9 9
d. Police stationed in school	PP2Q20D1 1	PP2Q20D2 2	PP2Q20D3 3	PP2Q20D4 4	PP2Q20D9 9
e. Students from your school as monitors	PP2Q20E1 1	PP2Q20E2 2	PP2Q20E3 3	PP2Q20E4 4	PP2Q20E9 9
f. Parents as monitors or security guards	PP2Q20F1 1	PP2Q20F2 2	PP2Q20F3 3	PP2Q20F4 4	PP2Q20F9 9
g. Janitor(s) as watchmen	PP2Q20G1 1	PP2Q20G2 2	PP2Q20G3 3	PP2Q20G4 4	PP2Q20G9 9
h. Other PP2Q20SP (specify)	PP2Q20H1 1	PP2Q20H2 2	PP2Q20H3 3	PP2Q20H4 4	PP2Q20H9 9

21. In May, how many of the following were used for your school's security?

(Fill in each item. If none, write in "0".)

	Average Number of Persons on Day Duty	Average Number of Persons on Night Duty
a. Administrators and/or faculty members specifically responsible for security and discipline	PP2Q21AD Number	PP2Q21AN Number
b. Security guards employed by school or school district	PP2Q21BD Number	PP2Q21BN Number
c. Police on a regular patrol outside the school	PP2Q21CD Number	PP2Q21CN Number
d. Police stationed in school	PP2Q21DD Number	PP2Q21DN Number
e. Students from your school as monitors	PP2Q21ED Number	PP2Q21EN Number
f. Parents as monitors or security guards	PP2Q21FD Number	PP2Q21FN Number
g. Janitor(s) as watchmen	PP2Q21GD Number	PP2Q21GN Number
h. Other PP2Q21SP (specify)	PP2Q21HD Number	PP2Q21HN Number

PP2Q22 **22. Are any of the security personnel that your school uses (Question 21 above) not dependable?**

(Circle one number. If "yes" answer follow-up question.)

1 Yes → Which group? → PP2Q22A, PP2Q22B, PP2Q22C, PP2Q22D, PP2Q22E, PP2Q22F, PP2Q22G, PP2Q22H ___

Letter(s) from Q. 21

2 No

9 Do not use any of the above

PP2Q23 **23. In May, were there any people living on campus at your school?**

(Circle one.)

1 Yes

2 No

24. If police and/or professional security guards were stationed at your school in May, did they: ***(if no police or guards used, check the box below.)***

		Police (Circle one number on each line.)		Security Guards (Circle one number on each line.)		
		Yes	**No**	**Yes**	**No**	
a. Wear uniforms?	PP2Q24AP	1	2	1	2	PP2Q24AS
b. Carry guns?	PP2Q24BP	1	2	1	2	PP2Q24BS
c. Carry other weapons?	PP2Q24CP	1	2	1	2	PP2Q24CS
d. Use guard dogs?	PP2Q24DP	1	2	1	2	PP2Q24DS

Does not apply ☐

PP2Q25 **25. Does your school keep records of incidents such as vandalism, personal attacks, and theft as they occur?**

(Circle one.)

1 Yes

2 No

26. How serious a problem have vandalism, personal attack, and theft been at your school in each of the last five years?

(Circle one number for each school year.)

		No Problem	A Small Problem	Moderate Problem	Fairly Serious Problem	Very Serious Problem
PP2Q26A	a. 1971-1972	1	2	3	4	5
PP2Q26B	b. 1972-1973	1	2	3	4	5
PP2Q26C	c. 1973-1974	1	2	3	4	5
PP2Q26D	d. 1974-1975	1	2	3	4	5
PP2Q26E	e. 1975-1976	1	2	3	4	5

PP2Q27A
PP2Q27B
PP2Q27C
PP2Q27D
PP2Q27E

27. If there has been a marked change at your school in the seriousness of these problems over the last five years, to what do you attribute this change?

____

____

____

____

____

28. Have either of the following occurred in your school in the last 12 months?

(Circle one number for each item. If "yes" answer follow-up question.)

PP2Q28A a. Homicide
1 No
2 Yes → Number of times in last 12 months PP2Q28AN ________ number

If yes, please describe: PP2Q28AD ____________________

____

____

PP2Q28B b. Rape
1 No
2 Yes → Number of times in last 12 months PP2Q28BN ________ number

29. Does your school employ the following security procedures and if so, are they effective?

(Circle one number on each line.)

			Not Used	**Used and is Effective**	**Used, But is Not Effective**
PP2Q29A	a.	Locker checks	1	2	3
PP2Q29B	b.	Key control system (school keys in possession of authorized personnel only)	1	2	3
PP2Q29C	c.	School keys marked or designed to prevent duplication	1	2	3
›P2Q29D	d.	Outside locks replaced when key is missing	1	2	3

30. At your school, how strictly enforced are each of the following regulations?

(Circle one number on each line.)

		Little or No Enforcement	Moderately Enforced	Strictly Enforced	No Such Regulation
PP2Q30A	a. Students must show I.D. cards to authorized personnel when requested	1	2	3	9
PP2Q30B	b. Visitors must check in at office	1	2	3	9
PP2Q30C	c. Students must carry hall passes if out of class	1	2	3	9
PP2Q30D	d. Students must comply with a dress code	1	2	3	9
PP2Q30E	e. Students must comply with smoking rules	1	2	3	9
PP2Q30F	f. Students who damage or destroy school property must repay the school (whether with cash, services, or by other means)	1	2	3	9

31. In May, how many students at your school were:

(Fill in number on each line. If none, write in "0".)

PP2Q31A a. Put on school probation . . . . ____________

PP2Q31B b. Paddled . . . . ____________

PP2Q31C c. Suspended . . . . ____________

PP2Q31D d. Expelled from your school . . . . ____________

PP2Q31E e. Assigned to special day-long class in your school for disruptive students ____________

PP2Q31F f. Transferred to special school for disruptive students . . . . ____________

PP2Q31G g. Transferred to another regular school because of discipline problems here . . . . ____________

PP2Q31H h. At school's initiative, referred to community mental health agency as disruptive student . . . . ____________

PP2Q31I i. Arrested by the police for incidents occurring at school . . . . ____________

PP2Q32 32. In May, how many times have you and/or the assistant principal(s) met individually with parents to discuss their children's behavior?

____
number

PP2Q33 **33. Does your school have a discipline court with students on it?**

(Circle one.)

1 Yes
2 No

34. In the handling of discipline problems at your school, how much support do you get from each of the following?

(Circle one number on each line.)

		None	Little	Some	Very Much	No Discipline Problem
PP2Q34A	a. Parents	1	2	3	4	9
PP2Q34B	b. Local police	1	2	3	4	9
PP2Q34C	c. Local courts	1	2	3	4	9
PP2Q34D	d. School board	1	2	3	4	9
PP2Q34E	e. School system central office	1	2	3	4	9

PP2Q35 **35. How often do parents object to the disciplinary measures you consider appropriate?**

(Circle one.)

Never	Seldom	Sometimes	Fairly Often	Very Often
1	2	3	4	5

PP2Q36 **36. Does your school have a printed student rights and responsibilities code?**

(Circle one.)

1 Yes, given to the students
2 Yes, not given to the students
3 No

PART III

Staff and Students

(Questions 37 through 42 refer to the principal)

PP2Q37 **37. How many years have you been the principal of this school?** ______ years

PP2Q38 **38. How many principals has your school had in the last ten years including yourself?** ______ number

PP2Q39 **39. Are you:**

(Circle one.)

Male	1
Female	2

PP2Q40 **40. Circle the number that best describes you:**

(Circle one.)

American Indian or Alaskan Native	1
Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.)	2
Spanish-American (Mexican, Puerto Rican, Cuban, or other Latin American)	3
Black or Afro-American or Negro (other than Spanish American)	4
White (Other than Spanish American)	5
Other ______________ (specify)	6

PP2Q41 **41. How old are you:**

(Circle one.)

Under 30	1
30 - 34	2
35 - 44	3
45 - 54	4
55 or over	5

42. Which of these types of courses have you taught?

(Circle all that apply.)

PP2Q421	College preparatory courses	1
PP2Q422	Commercial courses	2
PP2Q423	Special education	3
PP2Q424	Physical education	4
PP2Q425	Industrial arts	5
PP2Q426	None of the above	6

43. How many of the following work at your school either full or part-time?

(Fill in number on each line. If none, write in "0".)

PP2Q43A a. Central office staff . . . . ______________

PP2Q43B b. Guidance counselors . . . . ______________

PP2Q43C c. Special education teachers . . . . ______________

PP2Q43D d. Mental health specialists . . . . ______________

PP2Q43E e. Human relations specialists . . . . ______________

PP2Q43F f. Reading specialists . . . . ______________

PP2Q43G g. Teachers' aides (including volunteers) . . . . ______________

PP2Q43H h. Student tutors (including volunteers) . . . . ______________

PP2Q43I i. Adult tutors (including volunteers) . . . . ______________

PP2Q44 **44. How many parents of students work at your school, either for pay or as volunteers?** ____________

PP2Q45 **45. How many full-time classroom teachers does your school have?** ____________

PP2Q46 **46. Aside from teachers, how many other full-time staff members does your school have (office staff, counselors, other support staff, custodians, etc.)?** ____________

PP2Q47 **47. How many teachers have left this school in the past 12 months?** ____________

PP2Q48 **48. How many students are currently enrolled in your school?** ____________

PP2Q49 **49. What is your school's average daily attendance?** ____________

PP2Q50 **50. In the past two full (regular) semesters how many students have transferred to other schools?** ____________

PP2Q51 **51. In the past two full (regular) semesters how many students have dropped out of this school?** ____________

52. Approximately what percentage of the students attending your school are children of:

(Percent)

PP2Q52A a. Professional or managerial personnel . . . . ____________%
PP2Q52B b. Sales, clerical, technical, or skilled workers . . . . ____________%
PP2Q52C c. Factory or other blue-collar workers . . . . ____________%
PP2Q52D d. Farm workers . . . . ____________%
PP2Q52E e. Persons on welfare or not regularly employed . . . . ____________%
100%

PP2Q53 **53. How many students are receiving free lunches at your school?** ____________ number

PP2Q54 **54. If your school is Title I eligible, how many Title I eligible students do you have this year?** ____________ number
(If none, write "0". If not eligible, write "NE".)

55. If your school offers either of these kinds of courses, how many students take them?

(Circle one number on each line.)

			Not Offered	**Some Students Take**	**All Students Take**
PP2Q55A	a.	Course that explains the law and criminal justice system	0	1	2
PP2Q55B	b.	Course on human relations	0	1	2

PP2Q56 **56. About what percentage of the students in your school are reading at least one year below their grade level?** ______% percent

PP2Q57 **57. What percentage of your students are in low ability classes?** ______% percent

QUESTIONS 58 AND 59 FOR HIGH SCHOOL PRINCIPALS ONLY

PP2Q58 **58. About what percentage of last year's seniors applied to a two-year or four-year college?** ______% percent

59. Does your school place current students in jobs during the school year that are related to the kinds of work they are considering for a career?

(Circle one.)

PP2Q591
1 No
2 Yes → How many are in such jobs? PP2Q592 ______ (number of students)

PART IV

Community

PP2Q60 **60. (If in a city or town) About how far from your school is the central business district?** *(If not applicable, write "NA".)* ______ miles

PP2Q61 **61. How far from school is the farthest point in your attendance area?** ______ miles

PP2Q62 **62. About how many students are bussed in for racial balance?** *(If none, write "0".)* ______ number

PP2Q63 **63. (If your school has bussing for racial balance) In what year did bussing for this purpose begin?** *(If not applicable, write "NA".)* ______ year

PP2Q64A **64. a. Is your school under a court order to desegregate?**

(Circle one.)

1 Yes
2 No

PP2Q64B **b. Is your school part of any other local desegregation program?**

(Circle one.)

1 Yes
2 No

65. How much involvement in school affairs do the following have?

(Circle one number on each line.)

			No Involve-Ment	A Little Involve-Ment	Some Involve-Ment	Fairly Much Involve-Ment	Very Much Involve-Ment
PP2Q65A	a.	Parents	1	2	3	4	5
PP2Q65B	b.	Parent-teacher organization	1	2	3	4	5

PP2Q66 **66. Does your school have a formally established parent advisory committee (not including PTA's, Home and School Associations, etc.)?**

(Circle one.)

1 Yes
2 No

67. During the school year how often is your school open for educational, recreational or other community uses during the following periods?

(Circle one number on each line.)

			Never	A Few Times	About Half of The Time	Most of The Time	Always
PP2Q67A	a.	Afternoons after school hours	1	2	3	4	5
PP2Q67B	b.	Evenings	1	2	3	4	5
PP2Q67C	c.	Weekends (days or evenings)	1	2	3	4	5

PP2Q68 **68. Compared to other areas in your school district, how much crime is there in the attendance area served by your school?**

(Circle one.)

A Lot Less	A Little Less	About The Same	A Little More	A Lot More	Only School in District
1	2	3	4	5	9

69. How much of a problem is the presence of youthful nonstudents:

(Circle one number on each line.)

			No Problem At All	A Little Problem	Moderate Problem	Fairly Serious Problem	Very Serious Problem
PP2Q69A	a.	In school?	1	2	3	4	5
PP2Q69B	b.	Around school?	1	2	3	4	5

PP2Q70 **70. How many students in your school are on legal probation, parole or educational release from a correctional institution?** ____________________
number

71. Is there a state or local law making parents financially responsible for their children's vandalism?

(Circle one. If "yes" answer follow-up question.)

PP2Q71A
1 No
2 Yes → Has your school received compensation as a result of this law in the last year? → (Circle one.)

	Yes	No
PP2Q71B	1	2

PLEASE BE SURE THAT QUESTIONS 72 THROUGH 75 ARE ANSWERED BY THE PRINCIPAL.

72. If your school has had a problem with vandalism, personal attacks, or theft, have you undertaken any programs or measures that have been particularly successful in reducing them? If so, would you please briefly describe these programs or measures.

PP2Q72A
PP2Q72B
PP2Q72C
PP2Q72D
PP2Q72E

73. During school hours which of the following measures would you recommend strongly to schools having serious problems with vandalism, personal attacks, and theft?

(Circle all that apply.)

PP2Q731	Provide security guards in school	1
PP2Q732	Have regular police stationed in school	2
PP2Q733	Suspend and/or expel discipline problem students	3
PP2Q734	Put disruptive youngsters into separate schools or classes	4
PP2Q735	Get students more involved in the operation of the school	5
PP2Q736	Draw up and enforce stricter rules of conduct	6
PP2Q737	Provide more courses tailored to student needs, abilities and interests	7
PP2Q738	Provide more counseling for students with problems	8
PP2Q739	Get parents more involved in the operation of the school	9
	Other PP2Q7310 (specify)	10

74. After school hours which of the following would you recommend strongly to schools having serious problems with vandalism and theft?

(Circle all that apply.)

PP2Q741	Get a good alarm or monitoring system to guard against break-ins	1
PP2Q742	Provide school security guards in school	2
	Other PP2Q743 (specify)	3

PP2Q75A
PP2Q75B
PP2Q75C
PP2Q75D
PP2Q75E

75. Please describe any other things that you would recommend to schools having problems with vandalism, personal attacks, and theft.

PP2Q761 **76. Did your school have a summer school program this year?** Yes No

If yes,

How many students were enrolled? PP2Q762 (Number of Students)

How many teachers were employed? PP2Q763 (Actual Number of Persons Rather than Full-time Equivalents)

How many school days was the summer program in session? PP2Q764 (Number of Days)

THANK YOU FOR YOUR HELP. PLEASE ENCLOSE THIS QUESTIONNAIRE IN THE POST-PAID ENVELOPE AND MAIL TO RTI PROMPTLY.

OMB No. 051-R-1183
Approval Expires May 31, 1977

NATIONAL INSTITUTE OF EDUCATION

SAFE SCHOOL STUDY

TEACHER QUESTIONNAIRE

CONDUCTED BY--

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SAFE SCHOOL STUDY

National Institute of Education

TEACHER QUESTIONNAIRE

This study has been mandated by the U.S. Congress and is being conducted by the Research Triangle Institute for the National Institute of Education.

We are asking principals, teachers, and students in schools across the country to tell us their experiences with vandalism, personal attacks, and theft in schools. Each group has its own perspective on the problem and its own particular concerns. The information provided by teachers like you is crucial to understanding the nature and extent of this problem in schools.

Your participation in this study is voluntary and you have the right not to respond to certain or all of the questions in this questionnaire. However, RTI would like to stress that your participation is important to the validity and success of the study and we encourage your full cooperation.

THIS QUESTIONNAIRE IS INTENDED TO BE ANONYMOUS: PLEASE DO NOT PUT YOUR NAME ON IT. THE NUMBER IN THE UPPER CORNER IS USED SO THAT INFORMATION FROM VARIOUS SOURCES CAN BE COMBINED FOR EACH SCHOOL. NO NAMES OF SCHOOLS, DISTRICTS, OR STATES WILL BE USED IN ANY REPORTS.

PLEASE TRY TO COMPLETE THE QUESTIONNAIRE AS SOON AS POSSIBLE AND RETURN IT TO THE LOCATION INDICATED BY THE SCHOOL PRINCIPAL. WITHIN THE NEXT 24 HOURS, PLACE THE COMPLETED QUESTIONNAIRE IN THE ENVELOPE AND DROP IT IN THE BALLOT BOX. THEN MARK OFF YOUR NAME ON THE ROSTER NEXT TO THE BALLOT BOX.

FOR OFFICE USE ONLY
Response Code TCHQCODE

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one number.)
- (Circle as many as apply.)
- (Circle one number on each line.)
- (Circle one number for each item.)
- (Circle one number for each month.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

PART I

Background Information

1. **How many years have you taught full-time?** ______________ years

TCHQ1

2. **How many years have you been teaching in this school?**

TCHQ2

(Circle one number.)

Less than 1 year	1
1 to 4 years	2
5 to 9 years	3
10 to 14 years	4
15 or more years	5

3. **Are you:**

TCHQ3

(Circle one number.)

Male	1
Female	2

4. **When were you born?**

TCHQ4

(Circle one number.)

Before 1920	1
1920 - 1929	2
1930 - 1939	3
1940 - 1949	4
1950 or later	5

5. **Circle the number that best describes you.**

TCHQ5

(Circle one number.)

American Indian or Alaskan Native	1
Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.)	2
Spanish-American (Mexican, Puerto Rican, Cuban, or other Latin American)	3
Black or Afro-American or Negro (other than Spanish-American)	4
White (other than Spanish-American)	5
Other (specify) ______________	6

TCHQ6 **6. What is the highest level of education you have attained?**

(Circle one number.)

Some college or less	1
Bachelor's degree	2
Some graduate courses	3
Master's degree	4
Courses beyond the master's degree	5
Doctor's degree	6
Other (specify) ______________	7

7. How much in-service training have you had in each of these areas in the last 24 months?

(Circle one number on each line.)

			None	About A Half Day	1-2 Days	3-4 Days	5 Days or More
TCHQ7A	a.	Teaching methods or curriculum content	1	2	3	4	5
TCHQ7B	b.	Interpersonal or intergroup relations	1	2	3	4	5

TCHQ8 **8. In what school program do you do most of your teaching?**

(Circle one number.)

College preparatory or academic	1
General	2
Commercial or business	3
Music or art	4
Trade or industrial arts	5
Agricultural	6
Special education	7
Physical education	8
Other (specify) ______________	9

TCHQ9 **9. Within an average week, how many different students do you teach ?** ______________ number

10. At what grade level(s) do you currently teach?

(Circle as many as apply.)

TCHQ10K	Kindergarten	0	Grade 7	7	TCHQ107
TCHQ101	Grade 1	1	Grade 8	8	TCHQ108
TCHQ102	Grade 2	2	Grade 9	9	TCHQ109
TCHQ103	Grade 3	3	Grade 10	10	TCHQ1010
TCHQ104	Grade 4	4	Grade 11	11	TCHQ1011
TCHQ105	Grade 5	5	Grade 12	12	TCHQ1012
TCHQ106	Grade 6	6			

PART II

Personal Safety

TCHQ11 **11. In your opinion, how much of a problem are vandalism, personal attacks and theft in the neighborhood surrounding your school?**

(Circle one number.)

None or Almost None	A Little	Some	Fairly Much	Very Much
1	2	3	4	5

12. At your school during school hours how safe from vandalism, personal attacks and theft is each of the following places?

(Circle one number on each line.)

			Very Unsafe	Fairly Unsafe	Average	Fairly Safe	Very Safe	Does Not Apply
TCHQ12A	a.	Your classroom while teaching . . .	1	2	3	4	5	9
TCHQ12B	b.	Empty classrooms	1	2	3	4	5	9
TCHQ12C	c.	Hallways and stairs	1	2	3	4	5	9
TCHQ12D	d.	The cafeteria	1	2	3	4	5	9
TCHQ12E	e.	Restrooms used by students	1	2	3	4	5	9
TCHQ12F	f.	Lounges or restrooms used by teachers	1	2	3	4	5	9
TCHQ12G	g.	Locker room or gym	1	2	3	4	5	9
TCHQ12H	h.	Parking lot	1	2	3	4	5	9
TCHQ12I	i.	Elsewhere outside on school grounds	1	2	3	4	5	9

13. Did anyone take things directly from you by force, weapons, or threats at school in:

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

TCHQ131 SEPTEMBER
1 No
2 Yes →
a. How many times did this involve losses of $10 or less? TCHQ131A (number)
b. How many times did this involve losses of more than $10? TCHQ131B (number)

TCHQ132 MAY
1 No
2 Yes →
a. How many times did this involve losses of $10 or less? TCHQ132A (number)
b. How many times did this involve losses of more than $10? TCHQ132B (number)

14. Did anyone steal things of yours from your desk, coat closet, or other place at school in:

(Circle one number for each month. If "yes" answer follow-up questions a, b, and c.)

TCHQ141 SEPTEMBER
1 No
2 Yes →
a. How many times did this involve thefts of less than $1? TCHQ141A (number)
b. How many times did this involve thefts of $1 to $10? TCHQ141B (number)
c. How many times did this involve thefts of more than $10? TCHQ141C (number)

TCHQ142 MAY
1 No
2 Yes →
a. How many times did this involve thefts of less than $1? TCHQ142A (number)
b. How many times did this involve thefts of $1 to $10? TCHQ142B (number)
c. How many times did this involve thefts of more than $10? TCHQ142C (number)

15. Were you a victim of rape or attempted rape at school in:

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

TCHQ151	SEPTEMBER	1	No			
		2	Yes →	a.	How many times were you a victim of rape?	TCHQ151A number
				b.	How many times were you a victim of attempted rape?	TCHQ151B number
TCHQ152	MAY	1	No			
		2	Yes →	a.	How many times were you a victim of rape?	TCHQ152A number
				b.	How many times were you a victim of attempted rape?	TCHQ152B number

16. Did anyone physically attack and hurt you (not including rape or rape attempts reported in Question 15) at school in:

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

TCHQ161	SEPTEMBER	1	No			
		2	Yes →	a.	How many times were you attacked and hurt so badly that you saw a doctor?	TCHQ161A number
				b.	How many times were you attacked and hurt but not so badly that you saw a doctor?	TCHQ161B number
TCHQ162	MAY	1	No			
		2	Yes →	a.	How many times were you attacked and hurt so badly that you saw a doctor?	TCHQ162A number
				b.	How many times were you attacked and hurt but not badly enough that you saw a doctor?	TCHQ162B number

IF YOU ANSWERED "NO" TO ALL OF THE ABOVE INCIDENTS (QUESTIONS 13-16) CIRCLE "10" IN THE LIST BELOW AND GO TO QUESTION 19.

17. If you answered "yes" to one or more of the above questions, 13-16, think back to the most recent or only thing that happened to you and circle the number or numbers below which describe that incident.

(Circle as many as apply.)

TCHQ17A	Took something directly from you worth $10 or less	1
TCHQ17B	Took something directly from you worth more than $10	2
TCHQ17C	Stole something of yours worth less than $1	3
TCHQ17D	Stole something of yours worth $1 - $10	4
TCHQ17E	Stole something of yours worth more than $10	5
TCHQ17F	Raped you	6
TCHQ17G	Attempted to rape you	7
TCHQ17H	Hurt you so badly that you saw a doctor	8
TCHQ17I	Hurt you, but not so badly that you saw a doctor	9
TCHQ17J	Nothing happened (GO TO QUESTION 19)	10

18. Please answer the following questions about the most recent or only thing that has happened to you in MAY or SEPTEMBER.

(Circle one number.)

TCHQ18A	a. How many people did it?	One	1	
		Two	2	
		Three or more	3	
		Don't know	4	
TCHQ18B	b. How many were current students at this school?	None	0	
		One	1	
		Two	2	
		Three or more	3	
		Don't know	4	
TCHQ18C	c. How many were other school-age youths?	None	0	
		One	1	
		Two	2	
		Three or more	3	
		Don't know	4	
TCHQ18D	d. How many were males?	None	0	
		One	1	
		Two	2	
		Three or more	3	
		Don't know	4	
TCHQ18E	e. How many were of the same race as you?	None	0	
		One	1	
		Two	2	
		Three or more	3	
		Don't know	4	
	f. Where did this incident take place?	Hallway or stairs	1	TCHQ18F1
		Your classroom during classes	2	TCHQ18F2
		Empty classroom	3	TCHQ18F3
		An office	4	TCHQ18F4
		A storeroom	5	TCHQ18F5
		Student restroom	6	TCHQ18F6
		Gym, locker room, or athletic field	7	TCHQ18F7
		Parking lot	8	TCHQ18F8
		Elsewhere on school ground	9	TCHQ18F9
		Other place (specify) ________	10	TCH18F10

(Circle as many as apply.)

	g. To whom did you report this incident?	Principal's Office or head of department	1	TCHQ18G1
		School security division	2	TCHQ18G2
		Police	3	TCHQ18G3
		Other teachers	4	TCHQ18G4
		Other (specify) ________ ________	5	TCHQ18G5
		Did not report this incident	6	TCHQ18G6

Question 18 continued on next page.

TCHQ18H h. If you did not report it to the principal, head of school security division, or police department, why was this?

(Circle one number.)

Too small or common to matter 1
No evidence or proof 2
They would not have done anything about it 3
Took care of it myself 4
My own fault that this incident occurred . 5
Other reasons (specify) ______________ 6
____
Incident was reported 7

i. If something was taken directly from you or stolen in this incident:

a. What was it? TCHQ18I1, TCHQ18I2, TCHQ18I3, TCHQ18I4, TCHQ18I5

b. What would it cost to replace it?

TCHQ18IB
____

TCHQ19 19. In May did any students swear at you or make obscene remarks or gestures to you?

(Circle one number.)

Never 1
Once or twice 2
A few times 3
Many times 4

TCHQ20 20. In May how many times did any students threaten to hurt you?

(Circle one number.)

Never 1
Once or twice 2
A few times 3
Many times 4

TCHQ21 21. In May how many times did you hesitate to confront misbehaving students for fear of your own safety?

(Circle one number.)

Never 1
Once or twice 2
A few times 3
Many times 4

PART III
Student Conduct

22. In your dealing with misbehaving students how often do you do the following things?

(Circle one number on each line.)

			Never	Seldom	Sometimes	Often	Very Often
TCHQ22A	a.	Send them out of class	1	2	3	4	5
TCHQ22B	b.	Give additional school work	1	2	3	4	5
TCHQ22C	c.	Use or threaten to use physical punishment	1	2	3	4	5
TCHQ22D	d.	Lower their grades if it is repeated .	1	2	3	4	5
TCHQ22E	e.	Give privileges to increase positive involvement	1	2	3	4	5
TCHQ22F	f.	Ignore it when students talk back . .	1	2	3	4	5

23. During an average week, how many hours at school do you spend on the following?

TCHQ23A a. Administrative and clerical tasks (grading papers, filling out forms, etc.) . . . . ________ hours

TCHQ23B b. Preparation and planning . . . . ________ hours

TCHQ23C c. Supervisory duties outside class . . . . ________ hours

TCHQ23D d. Teaching students . . . . ________ hours

24. At your school, how is each of the following measures determined—by a specific administrative rule, a general policy to be interpreted by the teacher, by individual teachers setting their own policies, or is it not possible to say?

(Circle one number on each line.)

			Specific Administrative Rule	General Policy Interpreted By Teacher	Individual Teacher Sets Own Policy	Not Possible To Say
TCHQ24A	a.	Deciding on standards for passing and failing	1	2	3	9
TCHQ24B	b.	Controlling classroom disorder . . .	1	2	3	9
TCHQ24C	c.	Dealing with serious behavior problems (e.g., fighting, disobedience, etc.)	1	2	3	9
TCHQ24D	d.	Discussing matters about students with parents	1	2	3	9

25. How much does each of the following statements describe your school?

(Circle one number on each line.)

			Not At All	A Little	Fairly Much	Very Much
TCHQ25A	a.	All students are treated equally	1	2	3	4
TCHQ25B	b.	Students have a say about how this school is run	1	2	3	4
TCHQ25C	c.	Parents have a say about how this school is run	1	2	3	4
TCHQ25D	d.	Counselors give me advice about handling misbehaving students	1	2	3	4

26. In your opinion, how well do the following groups get along at your school?

(Circle one number on each line.)

			Not Well	Fairly Well	Very Well	Does Not Apply
TCHQ26A	a.	Students of different races	1	2	3	9
TCHQ26B	b.	Students of different nationality backgrounds	1	2	3	9
TCHQ26C	c.	Students of different socioeconomic groups	1	2	3	9
TCHQ26D	d.	Teachers and students	1	2	3	
TCHQ26E	e.	Teachers and administrators	1	2	3	
TCHQ26F	f.	Parents and teachers	1	2	3	

27. How much do you disagree or agree with each of the following statements?

(Circle one number on each line.)

			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
TCHQ27A	a.	Schools should have rules about the way students can dress	1	2	3	4	5
TCHQ27B	b.	It is all right for schools to suspend students without a hearing	1	2	3	4	5
TCHQ27C	c.	If students are in a fist fight, let them settle it themselves	1	2	3	4	5
TCHQ27D	d.	If students use drugs around school, it is their own business	1	2	3	4	5
TCHQ27E	e.	Students should have a lot to say about how this school is run	1	2	3	4	5
TCHQ27F	f.	Parents should have a lot to say about how this school is run	1	2	3	4	5
TCHQ27G	g.	I want to keep on teaching the kind of students I have now	1	2	3	4	5
TCHQ27H	h.	I want to continue teaching at this school rather than move	1	2	3	4	5

TCHQ28 **28. How well does your school supply you with the materials and equipment you need for teaching?**

(Circle one number.)

Not well at all	1
A little	2
Fairly well	3
Very well	4

29. How well do each of the following characteristics describe the principal of your building?

(Circle one number on each line.)

			Not At All	A Little	Fairly Well	Very Well
TCHQ29A	a.	Friendly	1	2	3	4
TCHQ29B	b.	Fair	1	2	3	4
TCHQ29C	c.	Permissive	1	2	3	4
TCHQ29D	d.	Informal	1	2	3	4
TCHQ29E	e.	Shares decision-making	1	2	3	4

PART IV

Student Characteristics and Teaching Practices

TCHQ30 **30. What is the average number of students in the classes you teach?** ______ number

31. Of the students you teach, about what percent are:

(Write in percentages; answers should total 100%)

American Indian or Alaskan Native	TCHQ31A %
Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.)	TCHQ31B %
Spanish-American (Mexican, Puerto Rican, Cuban, or other Latin American)	TCHQ31C %
Black or Negro (other than Spanish American)	TCHQ31D %
White (other than Spanish-American)	TCHQ31E %
Other (specify) TCHQ31SP	TCHQ31F %
	100%

32. a. Of the students you teach, what percentage would you say are:

(Write in percentages; answers should total 100%)

TCHQ32AA	a.	High ability	______%
TCHQ32AB	b.	Average ability	______%
TCHQ32AC	c.	Low ability	______%
			100%

b. Of the students you teach how many are:

(Write in number.)

TCHQ32BA	a.	Underachievers	______ students
TCHQ32BB	b.	Behavior problems	______ students
TCHQ32BC	c.	Genuinely interested in school	______ students

33. Answer each of the following questions by filling in the blank with the appropriate number.

(Write in number. If none write in "0".)

TCHQ33A a. Each month, on the average, how many students discuss their personal problems with you? . . . . ________ students

TCHQ33B b. Each month, on the average, how many students do you send to the principal or assistant principal's office for discipline? . . . . ________ students

TCHQ33C c. How many hours each month, on the average, do you spend with students on school athletic and extra-curricular activities? . . . . ________ hours

TCHQ33D d. How many hours each month on the average do you spend outside of class helping students with school work? . . . . ________ hours

TCHQ34 **34. How often do you give different students in the same class continuing assignments at different levels?**

(Circle one number.)

Often 1
Sometimes 2
Never 3

TCHQ35 **35. Which one of the following do you emphasize most?**

(Circle one number.)

Teaching basic subjects and skills 1
Helping students develop good character 2
Preparing students for later jobs 3
Preparing students for college 4
Keeping control in class 5
Developing student interest in learning 6
Developing respect for other races and nationalities 7

TCHQ36 **36. Which one of the following does your principal emphasize most?**

(Circle one number.)

Teaching basic subjects and skills 1
Helping students develop good character 2
Preparing students for later jobs 3
Preparing students for college 4
Keeping control in class 5
Developing student interest in learning 6
Developing respect for other races and nationalities 7

37. In your opinion, how important are the following in deciding whether students take your courses?

(Circle one number on each line.)

			Of Little Importance	Moderately Important	Very Important
TCHQ37A	a.	Student's desires	1	2	3
TCHQ37B	b.	Student's grades	1	2	3
TCHQ37C	c.	Student's test scores	1	2	3
TCHQ37D	d.	Parent's desires	1	2	3
TCHQ37E	e.	Teacher's evaluation	1	2	3

38. How often does each of the following occur at your school?

(Circle one number on each line.)

			Never	Occasionally	About Half The Time	Most of The Time	Always
TCHQ38A	a.	Teachers are provided with up-to-date information on problem students by the school's administration	1	2	3	4	5
TCHQ38B	b.	Teachers hear about problem students from other teachers	1	2	3	4	5
TCHQ38C	c.	Teachers maintain control in class .	1	2	3	4	5
TCHQ38D	d.	Outsiders can go anywhere in this school without being stopped	1	2	3	4	5
TCHQ38E	e.	Adults monitor the halls between classes including teachers, other staff, or parents	1	2	3	4	5
TCHQ38F	f.	Parent volunteers are at school during the school day	1	2	3	4	5

39. Following are 10 statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate number at the right of each statement.

			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
TCHQ39A	a.	Pupils are usually not capable of solving their problems through logical reasoning	1	2	3	4	5
TCHQ39B	b.	Beginning teachers are not likely to maintain strict enough control over their pupils	1	2	3	4	5
TCHQ39C	c.	The best principal gives unquestioning support to teachers in disciplining pupils	1	2	3	4	5
TCHQ39D	d.	It is justifiable to have pupils learn many facts about subjects even if they have no immediate application .	1	2	3	4	5
TCHQ39E	e.	Being friendly with pupils often leads them to become too familiar	1	2	3	4	5
TCHQ39F	f.	Student governments are a good "safety valve" but should not have much influence on school policy . .	1	2	3	4	5
TCHQ39G	g.	If a pupil uses obscene or profane language in school, it must be considered a moral offense	1	2	3	4	5
TCHQ39H	h.	A few pupils are just young hoodlums and should be treated accordingly	1	2	3	4	5
TCHQ39I	i.	A pupil who destroys school material or property should be severely punished	1	2	3	4	5
TCHQ39J	j.	Pupils often misbehave in order to make the teacher look bad	1	2	3	4	5

40. What measures would you recommend to schools having problems with vandalism, personal attacks, and theft?

TCHQ40A ______________________________

TCHQ40B ______________________________

TCHQ40C ______________________________

TCHQ40D ______________________________

TCHQ40E ______________________________

____

____

____

____

TCHQ41 **41. In May 1976, were you teaching in this school?**

(Circle one number.)

Yes 1
No 2

THANK YOU FOR YOUR HELP ON THIS STUDY!

SAFE SCHOOL STUDY
PROJECT 254U-1164-9

SPECIAL TEACHER
FOLLOW-UP
QUESTIONNAIRE

MONTH OF REFERENCE

☐ DECEMBER - BLUE

☐ JANUARY - PINK

SCHOOL ID ______________________

TEACHER SERIAL NUMBER TCHSER#

OPERATOR NAME OPNAME

RECORD OF CALLS

	DATE	TIME	RESULTS*
CALL 1			
CALL 2			
CALL 3			
CALL 4			

#CALLS
RESULT

ONLY ONE OF THESE QUESTIONS SHOULD BE ASKED.

FOR BLUE - DECEMBER

What was the last day your school was in session in December?

MONTH12
DAY12
Enter Date

FOR PINK - JANUARY

What was the first day your school was in session in January?

MONTH01
DAY01
Enter Date

---

* Results should fall into 3 major categories: 1 - completed, 2 - no answer or not at home, and 3 - refused. All others should be classified as "other" with a description.

13. Did anyone take things directly from you by force, weapons, or threats at school in:

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

JANUARY

FTQ13

1 No

2 Yes → a. How many times did this involve losses of $10 or less? FTQ13A ______ number

b. How many times did this involve losses of more than $10? FTQ13B ______ number

Compare with Q.13a of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ13ADP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ13AC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.13a above (~~2~~) and write correct number beside original entry (~~2~~ 1).

FTQ13AC2

Give explanation of duplicate reporting here.

FTQ13AEX

Compare with Q.13b of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ13BDP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ13BC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.13b above (~~2~~) and write correct number beside original entry (~~2~~ 1).

FTQ13BC2

Give explanation of duplicate reporting here.

FTQ13BEX

14. Did anyone steal things of yours from your desk, coat closet, or other place at school in:

(Circle one number for each month. If "yes" answer follow-up questions a, b, and c.)

JANUARY FTQ14
1 No
2 Yes → a. How many times did this involve thefts of less than $1? FTQ14A number
b. How many times did this involve thefts of $1 to $10? FTQ14B number
c. How many times did this involve thefts of more than $10? FTQ14C number

Compare with Q.14a of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ14ADP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ14AC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.14a above (2̸) and write correct number beside original entry (2̸ 1). FTQ14AC2

Give explanation of duplicate reporting here.

FTQ14AEX

Compare with Q.14b of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ14BDP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ14BC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.14b above (2̸) and write correct number beside original entry (2̸ 1). FTQ14BC2

Give explanation of duplicate reporting here.

FTQ14BEX

Compare with Q.14c of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ14CDP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ14CC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.14c above (~~2~~) and write correct number beside original entry (~~2~~ 1).

FTQ14CC2

Give explanation of duplicate reporting here.

FTQ14CEX ______________________________

____

15. Were you a victim of rape or attempted rape at school in:

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

JANUARY FTQ15
1 No
2 Yes → a. How many times were you a victim of rape? FTQ15A (number)
b. How many times were you a victim of attempted rape? FTQ15B (number)

Compare with Q.15a of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ15ADP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ15AC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.15a above (~~2~~) and write correct number beside original entry (~~2~~ 1).

FTQ15AC2

Give explanation of duplicate reporting here.

FTQ15AEX ______________________________

____

Compare with Q.15b of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ15BDP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ15BC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.15b above (2) and write correct number beside original entry (2 1). FTQ15BC2

Give explanation of duplicate reporting here.

FTQ15BEX

16. **Did anyone physically attack and hurt you (not including rape or rape attempts reported in Question 15) at school in:**

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

JANUARY FTQ16
1 No
2 Yes → a. How many times were you attacked and hurt so badly that you saw a doctor? FTQ16A number
b. How many times were you attacked and hurt but not so badly that you saw a doctor? FTQ16B number

Compare with Q.16a of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ16ADP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ16AC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.16a above (2) and write correct number beside original entry (2 1). FTQ16AC2

Give explanation of duplicate reporting here.

FTQ16AEX

Compare with Q.16b of Teacher Questionnaire and check proper boxes.

☐ If no duplicate incidents reported check here.

FTQ16BDP ☐ If number of incidents reported in the Teacher Questionnaire was incorrect enter correct number here. FTQ16BC1

☐ If number of incidents reported for this question was originally incorrect check here, line through incorrect number in Q.16b above (~~2~~) and write correct number beside original entry (~~2~~ 1). FTQ16BC2

Give explanation of duplicate reporting here.

FTQ16BEX

OMB No. 051-R-1183
Approval Expires May 31, 1977

NATIONAL INSTITUTE OF EDUCATION

SAFE SCHOOL STUDY

STUDENT QUESTIONNAIRE

CONDUCTED BY--

RESEARCH TRIANGLE INSTITUTE

P. O. BOX 12194
RESEARCH TRIANGLE PARK, N. C. 27709
Telephone No.: (919) 549-8311

SAFE SCHOOL STUDY

National Institute of Education

STUDENT QUESTIONNAIRE

This questionnaire is part of a study that is being done for the U.S. Congress. The study was planned to find out how safe people are in school, to learn about any trouble they may have had, and to figure out how schools that have a problem can be made safer.

You were selected randomly from among the students at your school to be part of this study. This is exactly like having your name drawn out of a hat.

THIS IS NOT A TEST. There are no right or wrong answers. What we need is your honest answer to these questions about your school.

Your participation in this study is voluntary and you have the right not to respond to certain or all of the questions in this questionnaire. However, RTI would like to stress that your participation is important to the validity and success of the study and we encourage your full cooperation.

DO NOT WRITE YOUR NAME ON THIS BOOKLET. Then there will be no way to tell whose answers these are. All we need are the answers, not your names. One more important thing — do not talk or compare answers. It must be quiet, so each of you can give your own answers.

If you have a question at any point, raise your hand.

O.K., please open the booklet to the first page.

FOR OFFICE USE ONLY
Response Code ___STDCODE___

INSTRUCTIONS

There are several kinds of questions in this booklet.

THE FIRST KIND is a multiple choice question. After the question it will say (CIRCLE ONE NUMBER). This means to circle the number beside the answer that fits you best, like this:

EXAMPLE 1

How tall are you?

(Circle one number.)

Less than 5 feet 1
Between 5 and 6 feet . . . . [✓ 2]
More than 6 feet 3

THE SECOND KIND will ask you to circle all the numbers beside answers that fit you, like this:

EXAMPLE 2

What courses do you take at school?

(Circle all that apply.)

English . . . . [✓ 1]
Math . . . . [✓ 2]
Social Studies 3
Science 4
Industrial Arts . . . . [✓ 5]
Other 6

THE THIRD KIND asks a set of questions with the answers to the right of each one. Each answer is labeled as below.

EXAMPLE 3

How do you feel about each of these ideas?

(Circle one number on each line.)

	Agree	**Undecided**	**Disagree**
a. Students should decide what is taught in school	1	[✓ 2]	3
b. Parents and teachers should work together	[✓ 1]	2	3
c. Teachers know all the answers	1	2	[✓ 3]

THE FOURTH KIND asks you to circle the number beside "Yes" or "No." If the answer is "Yes," follow the arrow to the next question and answer it by writing a number on the line.

EXAMPLE 4

In the last month did anyone damage something of yours at school?

1 No
2 Yes → a. How many times in a classroom? 2 number
b. How many times in other places at school? 1 number

THE FIFTH KIND just asks you to write in an answer. Please write as clearly as possible.

EXAMPLE 5

How many minutes long is your lunch period? 30 minutes

STDQ1 **1. Are you:**

(Circle one number.)

Male	1
Female	2

STDQ2 **2. How old are you?**

(Circle one number.)

11 years old or younger	1
12 years	2
13 years	3
14 years	4
15 years	5
16 years	6
17 years	7
18 years	8
19 years or over	9

STDQ3 **3. How do you describe yourself?**

(Circle one number.)

American Indian or Alaskan Native	1
Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.)	2
Spanish-American (Mexican, Puerto Rican, Cuban or other Latin American)	3
Black or Afro-American or Negro (other than Spanish-American)	4
White (Other than Spanish-American)	5
Other (Write in) ______	6

STDQ4 **4. How long have you gone to this school?**

(Circle one number.)

1 month or less	1
Less than 1 year but more than 1 month	2
1 or 2 years	3
3 or 4 years	4
5 or more years	5

STDQ5 **5. What grade are you in?**

(Circle one number.)

1st Grade	1
2nd Grade	2
3rd Grade	3
4th Grade	4
5th Grade	5
6th Grade	6
7th Grade	7
8th Grade	8
9th Grade (Freshman)	9
10th Grade (Sophomore)	10
11th Grade (Junior)	11
12th Grade (Senior)	12
Ungraded	13

6. Do you take part in any of the following school activities?

(Circle one number on each line.)

		Yes	No
STDQ6A	a. Athletics outside of gym class	1	2
STDQ6B	b. Band, orchestra, or chorus	1	2
STDQ6C	c. School clubs	1	2
STDQ6D	d. Student government	1	2
STDQ6E	e. Other activities not part of class work	1	2

STDQ7 **7. How good are your school's athletic teams compared to other school's athletic teams in this area?**

(Circle one number.)

Much better	1
A little better	2
About the same	3
Not quite as good	4
Not nearly as good	5
No teams at my school that play regularly	6

STDQ8 **8. In other ways, how good is your school compared to other schools in this area?**

(Circle one number.)

Much better	1
A little better	2
About the same	3
Not quite as good	4
Not nearly as good	5

9. Why do you go to this school and not some other school?

(Circle all that apply.)

STDQ9A	I chose this school for its special courses or programs	1
STDQ9B	I was expelled from another school	2
STDQ9C	I was assigned to this school as it serves my neighborhood	3
STDQ9D	I was assigned here so that more black and white students can be at school together	4
STDQ9E	Some other reason (What?)____________________	5

10. How well do you like the following:

(Circle one number on each line.)

		Don't Like	Like Fairly Well	Like Very Well
STDQ10A	a. This school	1	2	3
STDQ10B	b. The students	1	2	3
STDQ10C	c. The principal	1	2	3
STDQ10D	d. The classes you are taking	1	2	3

STDQ11 **11. How many close friends do you have at this school?**

(Circle one number.)

None	1
1 - 2	2
3 - 4	3
5 - 9	4
10 - 19	5
20 or more	6

12. How often are the following things true of your school?

(Circle one number on each line.)

		Almost Never	Sometimes	Almost Always
STDQ12A	a. Everyone knows what the school rules are	1	2	3
STDQ12B	b. The school rules are fair	1	2	3
STDQ12C	c. The punishment for breaking school rules is the same no matter who you are	1	2	3
STDQ12D	d. The school rules are strictly enforced	1	2	3
STDQ12E	e. If a school rule is broken, students know what kind of punishment will follow	1	2	3
STDQ12F	f. Students can get an unfair school rule changed	1	2	3

13. How often is your school like this?

(Circle one number on each line.)

		Almost Never	Sometimes	Almost Always
STDQ13A	a. Students need permission to do anything around here	1	2	3
STDQ13B	b. Students are paddled for serious rule-breaking	1	2	3
STDQ13C	c. Students are treated like children here	1	2	3

14. How much do you agree or disagree with each of the following statements?

(Circle one number on each line.)

		Agree	Undecided	Disagree
STDQ14A	a. Schools should have rules about the way students can dress	1	2	3
STDQ14B	b. It is all right for schools to suspend students without a hearing	1	2	3
STDQ14C	c. If students are in a fist fight, let them settle it by themselves	1	2	3
STDQ14D	d. If students use drugs around schools, it is their own business	1	2	3
STDQ14E	e. Students do have a lot to say about how this school is run	1	2	3
STDQ14F	f. Students should have a lot to say about how this school is run	1	2	3

15. How easy or hard is it for students to get the following things at your school?

(Circle one number on each line.)

		Very Easy	Fairly Easy	Fairly Hard	Very Hard	Impossible	Don't Know
STDQ15A	a. Beer or wine	1	2	3	4	5	9
STDQ15B	b. Marijuana	1	2	3	4	5	9
STDQ15C	c. Heroin	1	2	3	4	5	9
STDQ15D	d. Stolen things for sale	1	2	3	4	5	9

16. **Do you stay away from any of the following places because someone might hurt or bother you there?**

(Circle one number on each line.)

		Yes	No
STDQ16A	a. The shortest route to school	1	2
STDQ16B	b. Any entrances into the school	1	2
STDQ16C	c. Any hallways or stairs in the school	1	2
STDQ16D	d. Parts of the school cafeteria	1	2
STDQ16E	e. Any school restrooms	1	2
STDQ16F	f. Other places inside school building	1	2
STDQ16G	g. School parking lot	1	2
STDQ16H	h. Other places on school grounds	1	2

DQ17 17. **How often are you afraid that someone will hurt or bother you at school?**

(Circle one number.)

Most of the time	1
Sometimes	2
Almost never	3
Never	4

DQ18 18. **How often do you bring something to school to protect yourself?**

(Circle one number.)

Most of the time	1
Sometimes	2
Almost never	3
Never	4

Q19 19. **At school in September did anyone force you to hand over money or things worth less than $1?**

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → How many times? STDQ19A
Number

Q20 20. **Besides things under a dollar, did anyone take money or things directly from you by force, weapons or threats at school in September?**

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → a. How many times did this involve losses of $1 to $10? STDQ20A
Number
b. How many times did this involve losses of more than $10? STDQ20B

Q21 21. **In September did anyone steal something worth less than $1 from your desk, locker, or other place at school?**

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → How many times? STDQ21A
Number

STDQ22 **22. Besides things under a dollar did anyone steal things of yours from your desk, locker, or other place at school?**

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → a. How many times did this involve thefts of $1 to $10? STDQ22A Number
b. How many times did this involve thefts of more than $10? STDQ22B Number

STDQ23 **23. At school in September did anyone physically attack and hurt you?**

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → a. How many times were you attacked and hurt badly enough to have to see a doctor? STDQ23A Number
b. How many times were you attacked and hurt but not badly enough to have to see a doctor? STDQ23B Number

STDQ24 **24. Did you stay at home any time in September because someone might hurt you or bother you at school?**

(Circle one number.)

Yes 1
No 2

STDQ25 **25. Are there fighting gangs in your neighborhood?**

(Circle one number.)

Yes 1
No 2

STDQ26 **26. In the last year has either of your parents been robbed on the streets of your neighborhood?**

(Circle one number.)

Yes 1
No 2

STDQ27 **27. In the last year has anyone broken into your home?**

(Circle one number.)

Yes 1
No 2

STDQ28 **28. Does your mother or a stepmother live at home with you?**

(Circle one number.)

Yes 1
No 2

STDQ29 **29. If your mother or stepmother lives at home with you, does she have a full-time job?**

(Circle one number.)

Yes 1
No 2
She does not live with me 3

30. If your mother or stepmother lives at home with you, how far in school did she go?

STDQ30

(Circle one number.)

8th grade or less	1
Some high school	2
Finished high school	3
Some college or other schooling after high school	4
Finished college	5
Don't know	6
She does not live with me	7

31. Does your father or a stepfather live at home with you?

STDQ31

(Circle one number.)

Yes	1
No	2

32. If your father or stepfather lives at home with you, does he have a full-time job?

STDQ32

(Circle one number.)

Yes	1
No	2
He does not live with me	3

33. If your father or stepfather lives at home with you, how far in school did he go?

STDQ33

(Circle one number.)

8th grade or less	1
Some high school	2
Finished high school	3
Some college or other schooling after high school	4
Finished college	5
Don't know	6
He does not live with me	7

34. Is English spoken most of the time in your home?

STDQ34

(Circle one number.)

Yes	1
No	2

35. How often do you and your parents talk about school or school work?

STDQ35

(Circle one number.)

Almost never	1
Once or twice a month	2
Once or twice a week	3
Almost every day	4

STDQ36 **36. How do you get to and from school most of the time?**

(Circle one number.)

Walk	1
School bus	2
Public bus, subway, train	3
Car	4
Bicycle, motorbike, or motorcycle	5
Some other way (How?) ________________	6

STDQ37 **37. How many minutes does it usually take you to get home from school?**

(Circle one number.)

10 minutes or less	1
11 to 20 minutes	2
21 to 30 minutes	3
31 to 40 minutes	4
41 to 50 minutes	5
51 to 60 minutes	6
More than 60 minutes	7

STDQ38 **38. How often do you feel afraid that someone will hurt or bother you on the way to school?**

(Circle one number.)

Almost never	1
Once or twice a month	2
Once or twice a week	3
Almost every day	4

STDQ39 **39. How do you usually get your lunch on school days?**

(Circle one number.)

Pay full price at school cafeteria	1
Pay reduced price at school cafeteria	2
Get free lunch at school cafeteria	3
Bring lunch to school	4
Go home for lunch	5
Have lunch at nearby restaurant or lunch counter	6
Do not eat lunch	7

STDQ40 **40. Do you have a part-time or a full-time job?**

(Circle one number.)

Yes	1
No	2

STDQ41 **41. In the last four weeks how many days of school did you miss?**

(Circle one number.)

None	1
1 - 2 days	2
3 - 5 days	3
6 - 10 days	4
More than 10 days	5

STDQ42 **42. Have you ever been suspended from this school?**

(Circle one number.)

Yes 1
No 2

43. How well do the following people get along at your school?

(Circle one number for each item.)

		Not Well	Fairly Well	Very Well
STDQ43A	a. Students of different races	1	2	3
STDQ43B	b. Students of different nationalities	1	2	3
STDQ43C	c. Students without much money and students with money	1	2	3

44. How much do you agree or disagree with each of the following statements?

(Circle one number on each line.)

		Agree	Undecided	Disagree	No Minorities Here
STDQ44A	a. Racial minority groups (Blacks, Spanish-Americans, etc.) are treated fairly in this school	1	2	3	9
STDQ44B	b. Racial minority groups (Blacks, Spanish-Americans, etc.) are treated fairly in this country	1	2	3	

45. In general, how often are teachers at your school like this?

(Circle one number on each line.)

		Almost Never	Sometimes	Almost Always
STDQ45A	a. Teachers expect a lot of work from students	1	2	3
STDQ45B	b. They are teaching me what I want to learn	1	2	3
STDQ45C	c. They keep order in the class	1	2	3
STDQ45D	d. The teachers are fair	1	2	3
STDQ45E	e. They are interested in the students	1	2	3
STDQ45F	f. They let everyone know who gets high and low grades	1	2	3
STDQ45G	g. Teachers let students learn from each other in class	1	2	3

46. How easy would it be to do the following things if you wanted to?

(Circle one number on each line.)

		Not Easy	Fairly Easy	Very Easy
STDQ46A	a. Get an unfair grade changed	1	2	3
STDQ46B	b. Work faster or slower than the rest of the class	1	2	3
STDQ46C	c. Have your ideas listened to in class	1	2	3
STDQ46D	d. Talk over school work problems with a teacher	1	2	3
STDQ46E	e. Talk over personal problems with a school counselor	1	2	3

47. Most of the classes here are:

(Circle all that apply.)

STDQ47A	Easy	1
STDQ47B	Interesting	2
STDQ47C	Hard	3
STDQ47D	Boring	4
STDQ47E	Worth taking	5

STDQ48 **48. Which one of these things should your teachers work hardest to do?**

(Circle only one number.)

Teach basic subjects and skills	1
Help students develop good character	2
Prepare students for later jobs	3
Prepare students for college	4
Keep control in class	5
Make students interested in learning	6
Teach respect for other races and nationalities	7

STDQ49 **49. Is there a lot of competition for grades in this school?**

(Circle one number.)

Yes	1
No	2

STDQ50 **50. Do most of your friends think getting good grades is important?**

(Circle one number.)

Yes	1
No	2

STDQ51 **51. At the end of the last semester, were your course grades mostly:**

(Circle one number.)

High (mostly A's)	1
Above average (mostly B's)	2
Average (mostly C's)	3
Below average (mostly D's)	4
Low (mostly E's or F's)	5

STDQ52 **52. Could you have chosen to be in a harder English class in your present grade if you had wanted to?**

(Circle one number.)

Yes	1
No	2
Don't know	3
In hardest class already	4
All English classes the same	5

STDQ53 **53. How would you rate yourself in reading ability?**

(Circle one number.)

Well below average	1
Slightly below average	2
Average	3
Slightly above average	4
Well above average	5

STDQ54 **54. Have you ever had to repeat a year in school because you failed?**

(Circle one number.)

Yes	1
No	2

55. How important is each of the following to you?

(Circle one number on each line.)

		Not Important	Fairly Important	Very Important
STDQ55A	a. What teachers think about you	1	2	3
STDQ55B	b. The grade you get at school	1	2	3
STDQ55C	c. Being a leader in school activities	1	2	3
STDQ55D	d. What the other students at school think about you	1	2	3

56. How much do you agree or disagree with each of the following statements?

(Circle one number on each line.)

		Agree	Undecided	Disagree
STDQ56A	a. The principal is doing a good job	1	2	3
STDQ56B	b. The teachers are friendly	1	2	3
STDQ56C	c. The principal runs the school with a firm hand	1	2	3
STDQ56D	d. The teachers are doing a good job	1	2	3
STDQ56E	e. The principal gets out of his office and talks with the students	1	2	3
STDQ56F	f. The principal is tough and strict	1	2	3
STDQ56G	g. The principal is fair	1	2	3
STDQ56H	h. The principal is friendly	1	2	3

57. How often is each of the following statements true of your school?

(Circle one number on each line.)

		Almost Never	Sometimes	Almost Always
STDQ57A	a. Students help decide how courses are taught	1	2	3
STDQ57B	b. Students can rate the teachers	1	2	3
STDQ57C	c. If the school does something wrong and a group of students complain, they can get a fair deal	1	2	3
STDQ57D	d. Students have a say in making school rules	1	2	3

STDQ58 **58. What kind of television program do you like best?**

(Circle one number.)

Comedies	1
Sports	2
Police or detective shows	3
Love stories	4
Other kinds of shows (What kinds?) ______________________	5

59. If some other students here tore up things in a classroom at night and you knew who did it, what would you do?

(Circle all that apply.)

STDQ59A	a. Tell your friends	1
STDQ59B	b. Tell your parents	2
STDQ59C	c. Tell a teacher or the principal	3
STDQ59D	d. Agree with the students who did it	4
STDQ59E	e. Do nothing	5
STDQ59F	f. Do something else (What?) ______________________	6

60. How do you feel about each of the following ideas?

(Circle one number on each line.)

		Agree	Undecided	Disagree
STDQ60A	a. People who leave things around deserve it if their things get taken	1	2	3
STDQ60B	b. Taking things from stores doesn't hurt anyone	1	2	3
STDQ60C	c. People who get beat up usually asked for it	1	2	3
STDQ60D	d. If you want to get ahead, you can't always be honest	1	2	3

61. Would you do any of the following things if you knew you could get away with it?

(Circle one number on each line.)

		No	It Depends	Yes
STDQ61A	a. Cheat on a test	1	2	3
STDQ61B	b. Spray paint on school walls	1	2	3
STDQ61C	c. Take money from other students	1	2	3
STDQ61D	d. Skip school	1	2	3

62. If you got into serious trouble at school with the teachers, how often would your parents do the following?

(Circle one number on each line.)

		Almost Never	Sometimes	Almost Always
STDQ62A	a. Listen to your side	1	2	3
STDQ62B	b. Agree with you	1	2	3
STDQ62C	c. Come to school to take your side	1	2	3
STDQ62D	d. Punish you	1	2	3

STDQ63 **63. Who would you go to first if you needed help with a personal problem?**

(Circle one number.)

A school counselor	1
A teacher	2
Parents	3
Brother or sister	4
Someone else (Who?) ______________________	5

64. How do you feel about each of the following ideas?

(Circle one number on each line.)

		Agree	Undecided	Disagree
STDQ64A	a. Every time I try to get ahead, something or someone stops me	1	2	3
STDQ64B	b. If I study hard, I will get good grades	1	2	3
STDQ64C	c. If I plan things right, they will come out O.K.	1	2	3

STDQ65 **65. What do you want to do most in the year after you leave high school?**

(Circle one number.)

Go to college	1
Go to business or trade school	2
Join the armed forces	3
Get a job	4
Get married	5
Something else (What?) ______________________	6
I don't know	7

STDQ66 **66. How much is school helping you get ready for what you want to do after high school?**

(Circle one number.)

Very much	1
Some	2
A little	3
Not at all	4
I don't know what I want to do after high school	5

67. What do you expect you will actually do in the year after high school?

(Circle as many as apply.)

STDQ67A	Go to college	1
STDQ67B	Go to business or trade school	2
STDQ67C	Join the armed forces	3
STDQ67D	Get a job	4
STDQ67E	Get married	5
STDQ67F	Something else (What?) ______________________	6

68. If a school had a problem with personal attacks, theft, and property destruction, what could be done to make it safer?

STDQ68A, STDQ68B, STDQ68C, STDQ68D, STDQ68E

____

____

STDQ69 **69. Do you have any comments on the questions in this booklet?**

____

____

STDQ70 **70. In May 1976, were you attending this school?**

(Circle one number.)

Yes	1
No	2

Please check back to make sure you have answered every question.

Thank you for your help with this study.

OMB No. 051-R-1183
Approval Expires May 31, 1977

NATIONAL INSTITUTE OF EDUCATION

SAFE SCHOOL STUDY

STUDENT INTERVIEW

CONDUCTED BY--
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SAFE SCHOOL STUDY

National Institute of Education

STUDENT INTERVIEW

We need to get some more information about things that have happened to students that were too complicated to ask on the questionnaire. So we selected a small number of you again, completely at random. As with the questionnaire you filled out, everything you say will be confidential.

When we are finished I will put this form into the envelope with your questionnaire, but we will not identify you in any way on the questionnaire or in any reports.

Your participation in this study is voluntary and you have the right not to respond to certain or all of the questions in the questionnaire. However, RTI would like to stress that your participation is important to the validity and success of the study and we encourage your full cooperation.

Do you have any questions?

O.K., then I will go ahead. These questions may seem at first like some of the ones you have answered before, but you will see the difference as we go along.

DETAIL I SCREENING QUESTIONS

Some of these questions, like the ones in the questionnaire you've just completed, are about things that may have happened to you at school. But they're also different from the ones on the questionnaire because they ask about the last two school months—both November and December rather than December alone. They also ask about things that may have happened on the way to or from school, or at school events held off school grounds (such as dances, football games, etc.)

1. In November or December did anyone force you to hand over money or things worth less than a dollar while you were at school, going to or from school, or at a school event held off school grounds? (CIRCLE ONE NUMBER. IF "YES" ASK FOLLOW-UP QUESTIONS a, b, AND c.)

SID1S1
1 No → GO TO SCREENING QUESTION 2.
2 Yes → a. How many times at school in the last 2 months? SID1S1YA
↓
b. How many times on the way to or from school? SID1S1YB → Go to Instruction Box below.
↓
c. How many times at school events held off school grounds? SID1S1YC

INSTRUCTIONS
Go to page 3 and complete the Detail I Questions for all incidents reported in Question 1.

2. In November or December, did anyone take money or things worth a dollar or more directly from you by force, weapons, or threats while you were at school, going to or from school, or at a school event held off school grounds? (CIRCLE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTIONS a, b, AND c.)

SID1S2
1 No → GO TO SCREENING QUESTION 3.
2 Yes → a. How many times at school in the last 2 months? SID1S2YA
↓
b. How many times on the way to or from school? SID1S2YB → Go to Instruction Box below.
↓
c. How many times at school events held off school grounds? SID1S2YC

INSTRUCTIONS
Go to page 3 and complete the Detail I Questions for EACH incident reported in Question 2 above. If no incident is reported in Screening Question 1, record as 1st incident, etc. If an incident is reported in Screening Question 1, record as 2nd incident, etc.

3. In the same 2 months (November or December) did anyone TRY to take anything directly from you by force, weapons, or threats without succeeding while you were at school, going to or from school, or at a school event held off school grounds? (CIRCLE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTIONS a, b, AND c.)

SID1S3
1 No → GO TO DETAIL SHEET II, SCREENING QUESTION 1, PAGE 10.
2 Yes → a. How many times at school in the last 2 months? SID1S3YA
↓
b. How many times on the way to or from school? SID1S3YB → Go to Instruction Box below.
↓
c. How many times at school events held off school grounds? SID1S3YC

INSTRUCTIONS
Go to page 3 and complete the Detail I Questions for EACH incident reported in Question 3 above. If no incident is reported in Screening Questions 1 and 2, record as 1st incident. If incident is reported in Screening Questions 1 and/or 2, record as 2nd incident, (3rd incident), etc.

DETAIL I QUESTIONS

FOR INCIDENTS REPORTED IN SCREENING QUESTIONS 1, 2, 3, GET DETAILS FOR ALL INCIDENTS IN LAST TWO MONTHS.

SID1SQN1 **ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED**

	( )	( )	( )	( )
	↓	↓	↓	↓
	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**

SID1Q01 **1. Did this incident occur:**

At school?	1	1	1	1
On the way to or from school?	2	2	2	2
At school events held off school grounds?	3	3	3	3

SID1Q02 **2. Did this incident take place in:**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
November	1	1	1	1
December	2	2	2	2

SID1Q03 **3. Was anything at all taken from you?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
No	1	1	1	1
		(GO TO Q. 6)		
Yes	2	2	2	2

4. What was taken from you? SID1Q04A, SID1Q04B, SID1Q04C, SID1Q04D

1st Incident: ______________________________

2nd Incident: ______________________________

3rd Incident: ______________________________

4th Incident: ______________________________

SID1Q05 **5. How much money was it altogether? (OR: What would it cost to replace it/them?)**

1st Incident: $____________

2nd Incident: $____________

3rd Incident: $____________

4th Incident: $____________

	ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( )	( )	( )	( )
		↓	↓	↓	↓
		1st Incident	2nd Incident	3rd Incident	4th Incident
	6. Where did this incident occur?				
SID1Q06A	Hallway or stairs at school	1	1	1	1
SID1Q06B	Classroom at school	2	2	2	2
SID1Q06C	Restroom at school	3	3	3	3
SID1Q06D	Cafeteria at school	4	4	4	4
SID1Q06E	Locker room or gym at school	5	5	5	5
SID1Q06F	Parking lot	6	6	6	6
SID1Q06G	Athletic field	7	7	7	7
SID1Q06H	On school bus	8	8	8	8
SID1Q06I	School locker	9	9	9	9
	Other place	10	10	10	10
SID1Q06J	Specify →	______	______	______	______

SID1Q07 **7. When did it happen?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
Before school began	1	1	1	1
During class	2	2	2	2
Between class periods	3	3	3	3
During lunch	4	4	4	4
		(GO TO Q. 10)		
After classes	5	5	5	5
Weekend or vacation	6	6	6	6

SID1Q08 **8. Did it occur at an athletic contest with another school?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2
		(GO TO Q. 10)		

SID1Q09 **9. Did it occur at a dance, party, or other social event sponsored by your school?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

SID1Q10 **10. How many people did it?**

		1st Incident	2nd Incident	3rd Incident	4th Incident
	One	1	1	1	1
			(GO TO Q. 11)		
	More than one person	2	2	2	2
SID1Q10N	How many? →	______	______	______	______
			(GO TO Q. 17)		

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( ) ↓ 1st Incident	( ) ↓ 2nd Incident	( ) ↓ 3rd Incident	( ) ↓ 4th Incident

SID1Q11 **11. Was this person male or female?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
Male	1	1	1	1
Female	2	2	2	2

SID1Q12 **12. Had you ever seen this person before?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 14)		
Yes	2	2	2	2

SID1Q13 **13. Did you know this person by name?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

SID1Q14 **14. Was this person a current student at your school?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2
Don't know	9	9	9	9

SID1Q15 **15. About how old would you say this person was?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
Under 12	1	1	1	1
12 - 14	2	2	2	2
15 - 17	3	3	3	3
18 - 20	4	4	4	4
21 or older	5	5	5	5
Don't know	9	9	9	9

SID1Q16 **16. Was this person of the same race as you?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2
Don't know	9	9	9	9
		(GO TO Q. 24)		

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( ) ↓ 1st Incident	( ) ↓ 2nd Incident	( ) ↓ 3rd Incident	( ) ↓ 4th Incident

SID1Q17 17. **Were they male or female?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
All male	1	1	1	1
All female	2	2	2	2
Male and female	3	3	3	3
Don't know	9	9	9	9

SID1Q18 18. **Had you ever seen any of them before?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 20)		
Yes	2	2	2	2

SID1Q19 19. **Did you know any of them by name?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

SID1Q20 20. **How many of them were current students at your school?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
All of them	1	1	1	1
Some of them	2	2	2	2
None of them	3	3	3	3
Don't know	9	9	9	9

SID1Q21 21. **How old would you say the youngest was?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
Under 12	1	1	1	1
12 - 14	2	2	2	2
15 - 17	3	3	3	3
18 - 20	4	4	4	4
21 or over	5	5	5	5
Don't know	9	9	9	9

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( ) ↓ 1st Incident	( ) ↓ 2nd Incident	( ) ↓ 3rd Incident	( ) ↓ 4th Incident

SID1Q22 **22. How old would you say the oldest was?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
Under 12	1	1	1	1
12 - 14	2	2	2	2
15 - 17	3	3	3	3
18 - 20	4	4	4	4
21 or over	5	5	5	5
Don't know	9	9	9	9

SID1Q23 **23. Were all of them, some of them, or none of them of the same race as you?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
All	1	1	1	1
Some	2	2	2	2
None	3	3	3	3
Don't know	9	9	9	9

SID1Q24 **24. Did this person(s) have a weapon?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 26)		
Yes	2	2	2	2

25. What kind of weapon(s)?

(Circle all that apply.)

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID1Q25A	Gun	1	1	1	1
SID1Q25B	Knife or other sharp instrument	2	2	2	2
SID1Q25C	Blunt instrument	3	3	3	3
	Something else	4	4	4	4
SID1Q25D	Specify →	______	______	______	______

SID1Q26 **26. Did this person(s) hit you, knock you down, or physically attack you in any other way?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

		( ) ↓	( ) ↓	( ) ↓	( ) ↓
	ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	**1st Incident**	**2nd Incident**	**3rd Incident**	**4th Incident**
SID1Q27	**27. Did this person(s) say or do anything else to threaten you?**				
	No	1	1	1	1
			(GO TO Q. 29)		
	Yes	2	2	2	2

28. What else did this person(s) say or do to threaten you?

SID1Q28A, SID1Q28B, SID1Q28C

1st Incident: ______________________________

2nd Incident: ______________________________

3rd Incident: ______________________________

4th Incident: ______________________________

SID1Q29 **29. Were you injured at all?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
No	1	1	1	1
		(GO TO Q. 33)		
Yes	2	2	2	2

30. In what way were you injured?

(Do not read answers. Circle all that apply.)

		1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
SID1Q30A	Knife or gunshot wound	1	1	1	1
SID1Q30B	Broken bones or teeth knocked out	2	2	2	2
SID1Q30C	Internal injuries, knocked unconscious	3	3	3	3
SID1Q30D	Bruises, black eye, cuts, scratches, swelling	4	4	4	4
SID1Q30E	Raped	5	5	5	5
	Other	6	6	6	6
SID1Q30F	**Specify →**	________	________	________	________

SID1Q31 **31. Did you go to see a doctor?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
No	1	1	1	1
		(GO TO Q. 33)		
Yes	2	2	2	2

		( ) ↓ 1st Incident	( ) ↓ 2nd Incident	( ) ↓ 3rd Incident	( ) ↓ 4th Incident
	ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:				
SID1Q32	**32. Did you have to stay in the hospital overnight or longer?**				
	No	1	1	1	1
	Yes	2	2	2	2

33. Whom did you tell about what happened to you?

(Circle all that apply.)

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID1Q33A	Teacher	1	1	1	1
SID1Q33B	Principal or assistant principal	2	2	2	2
SID1Q33C	Counselor	3	3	3	3
SID1Q33D	School security staff	4	4	4	4
SID1Q33E	Police	5	5	5	5

(If one or more of the responses 1-5 are circled, go to next incident or continue with next screening question [page 2 or page 10].)

SID1Q33F	Friends	6	6	6	6
SID1Q33G	Parents	7	7	7	7
	Other adult person	8	8	8	8
SID1Q33H	Specify →	______	______	______	______
SID1Q33I	Didn't tell anyone	9	9	9	9

34. Why didn't you report it to an adult at school or to the police?

(Circle all that apply.)

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID1Q34A	Too small or common to matter	1	1	1	1
SID1Q34B	They would not have done anything about it	2	2	2	2
SID1Q34C	No evidence or proof	3	3	3	3
SID1Q34D	Might get in trouble with school or police	4	4	4	4
SID1Q34E	The person(s) who did it might get back to me	5	5	5	5
	Took care of it myself	6	6	6	6
SID1Q34F	Specify how →	______	______	______	______
	Other	7	7	7	7
SID1Q34G	Specify →	______	______	______	______

INTERVIEWER: GO TO NEXT INCIDENT, CONTINUE DETAIL SHEET I SCREENING QUESTIONS OR GO TO DETAIL SHEET II SCREENING QUESTIONS ON THE NEXT PAGE.

DETAIL SHEET II SCREENING QUESTIONS

(Attacks)

Remember the questions about incidents which happened in November or December at school, going to or from school, or at school events held off school grounds.

1. Other than the incidents we have already talked about, did anyone attack you physically and hurt you in November or December while you were at school, going to or from school, or at school events held off school grounds? (CIRCLE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTIONS a, b, AND c.)

SID2S1

1 No → GO TO SCREENING QUESTION 2.

2 Yes → a. How many times at school in the last 2 months? SID2S1YA

↓

b. How many times on the way to or from school? SID2S1YB

↓

c. How many times at school events held off school grounds? SID2S1YC

→ Go to Instruction Box below.

INSTRUCTIONS

Go to page 11 and complete the Detail II Questions for EACH incident reported in Question 1 above. Record as 1st incident.

2. Other than the incidents we have already talked about, did anyone TRY to attack you physically without succeeding in November or December while you were at school, going to or from school, or at a school event held off school grounds? (CIRLCE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTIONS a, b, AND c.)

SID2S2

1 No → GO TO SCREENING QUESTION 1, DETAIL SHEET III, PAGE 18.

2 Yes → a. How many times at school in the last 2 months? SID2S2YA

↓

b. How many times on the way to or from school? SID2S2YB

↓

c. How many times at school events held off school grounds? SID2S2YC

→ Go to Instruction Box below.

INSTRUCTIONS

Go to page 11 and complete the Detail II Questions for EACH incident reported in Question 2 above. If no incident is reported in Screening Question 1, record as 1st incident, etc. If incident is reported in Screening Question 1, record as 2nd incident, (3rd incident), etc.

DETAIL II QUESTIONS

FOR INCIDENTS REPORTED IN SCREENING QUESTIONS 1 AND 2, GET DETAILS FOR ALL INCIDENTS IN LAST TWO MONTHS.

		( )	( )	( )	( )
SID2SQN1	**ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:**	↓	↓	↓	↓
		1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
SID2Q01	**1. Did this incident occur:**				
	At school?	1	1	1	1
	On the way to or from school?	2	2	2	2
	At school events held off school grounds?	3	3	3	3

SID2Q02 **2. Did this incident take place in:**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
November	1	1	1	1
December	2	2	2	2

3. Where did this incident occur?

		1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
SID2Q03A	Hallway or stairs at school	1	1	1	1
SID2Q03B	Classroom at school	2	2	2	2
SID2Q03C	Restroom at school	3	3	3	3
SID2Q03D	Cafeteria at school	4	4	4	4
SID2Q03E	Locker room or gym at school	5	5	5	5
SID2Q03F	Parking lot	6	6	6	6
SID2Q03G	Athletic field	7	7	7	7
SID2Q03H	On school bus	8	8	8	8
SID2Q03I	School locker	9	9	9	9
	Other place	10	10	10	10
SID2Q03J	Specify →	______	______	______	______

SID2Q04 **4. When did it happen?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
Before school began	1	1	1	1
During class	2	2	2	2
Between class periods	3	3	3	3
During lunch	4	4	4	4
		(GO TO Q. 7)		
After classes	5	5	5	5
Weekend or vacation	6	6	6	6

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( )	( )	( )	( )
	↓ 1st Incident	↓ 2nd Incident	↓ 3rd Incident	↓ 4th Incident

5. Did it occur at an athletic contest with another school?

SID2Q05

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(CONTINUE)		
Yes	2	2	2	2
		(GO TO Q. 7)		

6. Did it occur at a dance, party, or other social event sponsored by your school?

SID2Q06

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

7. How many people did it?

SID2Q07

	1st Incident	2nd Incident	3rd Incident	4th Incident
One	1	1	1	1
More than one person	2	2	2	2

SID2Q07N How many? → ______ ______ ______ ______

(GO TO Q. 14)

8. Was this person male or female?

SID2Q08

	1st Incident	2nd Incident	3rd Incident	4th Incident
Male	1	1	1	1
Female	2	2	2	2

9. Had you ever seen this person before?

SID2Q09

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 11)		
Yes	2	2	2	2

10. Did you know this person by name?

SID2Q10

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( ) ↓ 1st Incident	( ) ↓ 2nd Incident	( ) ↓ 3rd Incident	( ) ↓ 4th Incident
SID2Q11 11. Was this person a current student at your school?				
No	1	1	1	1
Yes	2	2	2	2
Don't know	9	9	9	9

SID2Q12 12. About how old would you say this person was?

	1st Incident	2nd Incident	3rd Incident	4th Incident
Under 12	1	1	1	1
12 - 14	2	2	2	2
15 - 17	3	3	3	3
18 - 20	4	4	4	4
21 or older	5	5	5	5
Don't know	9	9	9	9

SID2Q13 13. Was this person of the same race as you?

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2
Don't know	3	3	3	3
		(GO TO Q. 21)		

SID2Q14 14. Were they male or female?

	1st Incident	2nd Incident	3rd Incident	4th Incident
All male	1	1	1	1
All female	2	2	2	2
Male and female	3	3	3	3
Don't know	9	9	9	9

SID2Q15 15. Had you ever seen any of them before?

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 17)		
Yes	2	2	2	2

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( ) ↓ 1st Incident	( ) ↓ 2nd Incident	( ) ↓ 3rd Incident	( ) ↓ 4th Incident

16. Did you know any of them by name?

SID2Q16

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

17. How many of them were current students at your school?

SID2Q17

	1st Incident	2nd Incident	3rd Incident	4th Incident
All of them	1	1	1	1
Some of them	2	2	2	2
None of them	3	3	3	3
Don't know	9	9	9	9

18. How old would you say the youngest was?

SID2Q18

	1st Incident	2nd Incident	3rd Incident	4th Incident
Under 12	1	1	1	1
12 - 14	2	2	2	2
15 - 17	3	3	3	3
18 - 20	4	4	4	4
21 or over	5	5	5	5
Don't know	9	9	9	9

19. How old would you say the oldest was?

SID2Q19

	1st Incident	2nd Incident	3rd Incident	4th Incident
Under 12	1	1	1	1
12 - 14	2	2	2	2
15 - 17	3	3	3	3
18 - 20	4	4	4	4
21 or over	5	5	5	5
Don't know	9	9	9	9

20. Were all of them, some of them, or none of them of the same race as you?

SID2Q20

	1st Incident	2nd Incident	3rd Incident	4th Incident
All	1	1	1	1
Some	2	2	2	2
None	3	3	3	3
Don't know	9	9	9	9

	1st Incident	2nd Incident	3rd Incident	4th Incident
ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( ) ↓	( ) ↓	( ) ↓	( ) ↓

21. Did this person(s) have a weapon?

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID2Q21	No	1	1	1	1
			(GO TO Q. 23)		
	Yes	2	2	2	2

22. What kind of weapon(s)?

(Circle all that apply.)

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID2Q22A	Gun	1	1	1	1
SID2Q22B	Knife or other sharp instrument	2	2	2	2
SID2Q22C	Blunt instrument	3	3	3	3
	Something else	4	4	4	4
SID2Q22D	Specify →	________	________	________	________

23. Did this person(s) hit you, knock you down, or physically attack you in any other way this time?

SID2Q23

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

24. Did this person(s) say or do anything else to threaten you?

SID2Q24

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 26)		
Yes	2	2	2	2

25. What else did this person(s) say or do to threaten you? SID2Q25A, SID2Q25B, SID2Q25C, SID2Q25D

1st Incident: ______________________________

2nd Incident: ______________________________

3rd Incident: ______________________________

4th Incident: ______________________________

26. Were you injured at all?

SID2Q26

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 30)		
Yes	2	2	2	2

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:

		( ) ↓ 1st Incident	( ) ↓ 2nd Incident	( ) ↓ 3rd Incident	( ) ↓ 4th Incident
		(Circle all that apply.)			
	27. In what way were you injured? (Do not read answers.)				
SID2Q27A	Knife or gunshot wound	1	1	1	1
SID2Q27B	Broken bones or teeth knocked out . . .	2	2	2	2
SID2Q27C	Internal injuries, knocked unconscious .	3	3	3	3
SID2Q27D	Bruises, black eye, cuts, scratches, swelling	4	4	4	4
SID2Q27E	Raped	5	5	5	5
	Other	6	6	6	6
SID2Q27F	Specify →	______	______	______	______

SID2Q28 **28. Did you go to see a doctor?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 30)		
Yes	2	2	2	2

SID2Q29 **29. Did you have to stay in the hospital overnight or longer?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

30. Whom did you tell about what happened to you?

(Circle all that apply.)

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID2Q30A	Teacher	1	1	1	1
SID2Q30B	Principal or assistant principal	2	2	2	2
SID2Q30C	Counselor	3	3	3	3
SID2Q30D	School security staff	4	4	4	4
SID2Q30E	Police	5	5	5	5
		(If one or more of the responses 1-5 are circled, go to next incident or to DETAIL SHEET III.)			
SID2Q30F	Friends	6	6	6	6
SID2Q30G	Parents	7	7	7	7
	Other adult person	8	8	8	8
SID2Q30H	Specify →	______	______	______	______
SID2Q30I	Didn't tell anyone	9	9	9	9

		( )	( )	( )	( )
	ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	↓ *1st* Incident	↓ *2nd* Incident	↓ *3rd* Incident	↓ *4th* Incident
	31. Why didn't you report it to an adult at school or to the police?	(Circle all that apply.)			
SID2Q31A	Too small or common to matter	1	1	1	1
SID2Q31B	They would not have done anything about it	2	2	2	2
SID2Q31C	No evidence or proof	3	3	3	3
SID2Q31D	Might get in trouble with school or police	4	4	4	4
SID2Q31E	The person(s) who did it might get back to me	5	5	5	5
	Took care of it myself	6	6	6	6
SID2Q31F	Specify how →	________	________	________	________
	Other	7	7	7	7
SID2Q31G	Specify →	________	________	________	________

INTERVIEWER: GO TO NEXT INCIDENT, GO TO DETAIL SHEET II, QUESTION 2, OR GO TO DETAIL SHEET III SCREENING QUESTIONS ON THE NEXT PAGE.

DETAIL SHEET III SCREENING QUESTIONS

(Things stolen from a place)

The following questions are about a different kind of incident—stealing. This means taking something that belongs to someone else without using force, weapons, or threats. It usually involves taking something from a PLACE rather than directly from a person. Often the person doesn't even know about it at the time. It could be something large or small and could include money or things worth less than $1.

1. In November or December did anyone steal anything of yours from your desk, locker, or other place at school? (CIRCLE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTION.)

SID3S1
1 No → GO TO SCREENING QUESTION 2.
2 Yes → How many times did it happen? SID3S1Y **Go to Instruction Box below.**

INSTRUCTIONS
Go to page 19 and complete the Detail III Questions for EACH incident reported in Question 1 above.

2. In the last two months (November or December) did you find any evidence that anyone TRIED to steal something of yours from some place at school without succeeding? (CIRCLE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTION.)

SID3S2
1 No → TERMINATE INTERVIEW.
2 Yes → How many times did you find such evidence? SID3S2Y **Go to Instruction Box below.**

INSTRUCTIONS
Go to page 19 and complete the Detail III Questions for EACH incident reported in Question 2 above. If no incident is reported in Screening Question 1, record as 1st incident. If incident is reported in Screening Question 1, record as 2nd incident, (3rd incident), etc.

DETAIL III QUESTIONS

FOR INCIDENTS REPORTED IN SCREENING QUESTIONS 1 AND 2, GET DETAILS FOR ALL INCIDENTS IN LAST TWO MONTHS.

SID3SQN1	**ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:**	( ) ↓ **1st Incident**	( ) ↓ **2nd Incident**	( ) ↓ **3rd Incident**	( ) ↓ **4th Incident**
SID3Q01	**1. Did this incident take place in:**				
	November	1	1	1	1
	December	2	2	2	2

SID3Q02	**2. Was anything at all taken from you?**	**1st Incident**	**2nd Incident**	**3rd Incident**	**4th Incident**
	No	1	1	1	1
			(GO TO Q. 5)		
	Yes	2	2	2	2

3. What was taken from you? SID3Q03A, SID3Q03B, SID3Q03C, SID3Q03D

1st Incident: ____________________

2nd Incident: ____________________

3rd Incident: ____________________

4th Incident: ____________________

SID3Q04 **4. How much money was it altogether? (OR: What would it cost to replace it/them?)**

1st Incident: $__________

2nd Incident: $__________

3rd Incident: $__________

4th Incident: $__________

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:

		1st Incident	2nd Incident	3rd Incident	4th Incident
		( ) ↓	( ) ↓	( ) ↓	( ) ↓

5. Where did this incident occur?

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID3Q05A	Hallway or stairs at school	1	1	1	1
SID3Q05B	Classroom at school	2	2	2	2
SID3Q05C	Restroom at school	3	3	3	3
SID3Q05D	Cafeteria at school	4	4	4	4
SID3Q05E	Locker room or gym at school	5	5	5	5
SID3Q05F	Parking lot	6	6	6	6
SID3Q05G	Athletic field	7	7	7	7
SID3Q05H	On school bus	8	8	8	8
SID3Q05I	School locker	9	9	9	9
	Other place	10	10	10	10
SID3Q05J	Specify →	______	______	______	______

SID3Q06 **6. When did it happen?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
Before school began	1	1	1	1
During class	2	2	2	2
Between class periods	3	3	3	3
During lunch	4	4	4	4
		(GO TO Q. 9)		
After classes	5	5	5	5
Weekend or vacation	6	6	6	6

SID3Q07 **7. Did it occur at an athletic contest with another school?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(CONTINUE)		
Yes	2	2	2	2
		(GO TO Q. 9)		

SID3Q08 **8. Did it occur at a dance, party, or other social event sponsored by your school?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

SID3Q09 **9. How many people did it?**

		1st Incident	2nd Incident	3rd Incident	4th Incident
	Don't know	9	9	9	9
			(GO TO Q. 23)		
	One	1	1	1	1
			(CONTINUE)		
	More than one person	2	2	2	2
SID3Q09N	How many? →	______	______	______	______
			(GO TO Q. 16)		

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( )	( )	( )	( )
	↓	↓	↓	↓
	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**

SID3Q10 **10. Was this person male or female?**

Male	1	1	1	1
Female	2	2	2	2

SID3Q11 **11. Had you ever seen this person before?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
No	1	1	1	1
		(GO TO Q. 13)		
Yes	2	2	2	2

SID3Q12 **12. Did you know this person by name?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
No	1	1	1	1
Yes	2	2	2	2

SID3Q13 **13. Was this person a current student at your school?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
No	1	1	1	1
Yes	2	2	2	2
Don't know	9	9	9	9

SID3Q14 **14. About how old would you say this person was?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
Under 12	1	1	1	1
12 - 14	2	2	2	2
15 - 17	3	3	3	3
18 - 20	4	4	4	4
21 or older	5	5	5	5
Don't know	9	9	9	9

SID3Q15 **15. Was this person of the same race as you?**

	1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
No	1	1	1	1
Yes	2	2	2	2
Don't know	9	9	9	9
		(GO TO Q. 23)		

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( )	( )	( )	( )
	↓	↓	↓	↓
	1st Incident	2nd Incident	3rd Incident	4th Incident

SID3Q16 **16. Were they male or female?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
All male	1	1	1	1
All female	2	2	2	2
Male and female	3	3	3	3
Don't know	9	9	9	9

SID3Q17 **17. Had you ever seen any of them before?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
		(GO TO Q. 19)		
Yes	2	2	2	2

SID3Q18 **18. Did you know any of them by name?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1	1	1
Yes	2	2	2	2

SID3Q19 **19. How many of them were current students at your school?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
All of them	1	1	1	1
Some of them	2	2	2	2
None of them	3	3	3	3
Don't know	9	9	9	9

SID3Q20 **20. How old would you say the youngest was?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
Under 12	1	1	1	1
12 - 14	2	2	2	2
15 - 17	3	3	3	3
18 - 20	4	4	4	4
21 or over	5	5	5	5
Don't know	9	9	9	9

	ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED:	( ) ↓	( ) ↓	( ) ↓	( ) ↓
		1st Incident	**2nd Incident**	**3rd Incident**	**4th Incident**
SID3Q21	**21. How old would you say the oldest was?**				
	Under 12	1	1	1	1
	12 - 14	2	2	2	2
	15 - 17	3	3	3	3
	18 - 20	4	4	4	4
	21 or over	5	5	5	5
	Don't know	9	9	9	9

SID3Q22 **22. Were all of them, some of them, or none of them of the same race as you?**

	1st Incident	2nd Incident	3rd Incident	4th Incident
All	1	1	1	1
Some	2	2	2	2
None	3	3	3	3
Don't know	9	9	9	9

23. Whom did you tell about what happened to you?

(Circle all that apply.)

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID3Q23A	Teacher	1	1	1	1
SID3Q23B	Principal or assistant principal	2	2	2	2
SID3Q23C	Counselor	3	3	3	3
SID3Q23D	School security staff	4	4	4	4
SID3Q23E	Police	5	5	5	5

(If one or more of the responses 1-5 are circled, go to next incident or terminate interview and thank respondent.)

SID3Q23F	Friends	6	6	6	6
SID3Q23G	Parents	7	7	7	7
	Other adult person	8	8	8	8
SID3Q23H	Specify →	________	________	________	________
SID3Q23I	Didn't tell anyone	9	9	9	9

24. Why didn't you report it to an adult at school or to the police?

(Circle all that apply.)

		1st Incident	2nd Incident	3rd Incident	4th Incident
SID3Q24A	Too small or common to matter	1	1	1	1
SID3Q24B SID3Q24C	They would not have done anything about it	2	2	2	2
	No evidence or proof	3	3	3	3
SID3Q24D	Might get in trouble with school or police	4	4	4	4
SID3Q24E	The person(s) who did it might get back to me	5	5	5	5
	Took care of it myself	6	6	6	6
SID3Q24F	Specify how →	________	________	________	________
	Other	7	7	7	7
SID3Q24G	Specify →	________	________	________	________

INTERVIEWER: GO TO NEXT INCIDENT OR TERMINATE INTERVIEW AND THANK RESPONDENT.

SAFE SCHOOL STUDY

POST INTERVIEW CHECK

The purpose of this check is to resolve any differences in information furnished by the student on the Student Questionnaire and Student Interview. At the conclusion of the Student Interview ask the student to wait for just a moment while you complete Section I of this form. Do not complete any part of this form until after the Student Interview has been completed.

Comparisons to be made involve eight different items. They are:

1. Shakedowns of less than $1.
2. Robberies of $1 to $10.
3. Robberies of more than $10.
4. Thefts of less than $1.
5. Thefts of $1 to $10.
6. Thefts of more than $10.
7. Attacks that required a visit to a doctor.
8. Attacks that did not require a visit to a doctor.

In order to aid you these items have been reproduced as they appeared in the Student Interview and Student Questionnaire. Please take care to write in the proper numbers and follow the instructions exactly.

1. Complete column A for each item by copying responses to Student Questionnaire questions 19 through 23 and entering the answers in the appropriate spaces. If no incident reported, enter zero.

2. Next complete column B on the right-hand page by copying responses to the Student Interview. Care must be taken in checking the proper Student Interview questions and in recording the answers correctly. Column C on the far right-hand side of the page should be used as a guide in determining the proper answers to be recorded in column B. If no incident reported, enter zero.

3. Next compare the answers in columns A and B for each item for discrepancies. If there are no discrepancies thank the student, terminate the interview, and place this form, the Student Questionnaire and the Student Interview into the student's envelope. If there are discrepancies continue with Section II on page 10.

SAFE SCHOOL STUDY POST INTERVIEW CHECK

COPY STUDENT QUESTIONNAIRE RESPONSE BELOW AND ENTER TOTAL IN COLUMN (A).

COLUMN
(A)

SHAKEDOWNS

QUESTION 19, PAGE 4 - SHAKEDOWNS

COLUMN
(A)

NUMBER OF
SHAKEDOWNS
IN
SEPTEMBER
ONLY

19. At school in September did anyone force you to hand over money or things worth less than $1?

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → How many times? ______ Number

☐ SQROB<1

COPY STUDENT INTERVIEW RESPONSES BELOW. FOLLOWING COLUMN (C), DETERMINE THE PROPER ANSWERS AND RECORD IN COLUMN (B).

COLUMN (B)

COLUMN (C)

SHAKEDOWNS

NUMBER OF SHAKEDOWNS IN MAY AND SEPTEMBER

______

(IF NONE ENTER ZERO BELOW)

Detail I, Screening 1, Page 2

In May or September did anyone force you to hand over money or things worth less than a dollar while you were at school, going to or from school, or at a school event held off school grounds? (CIRCLE ONE NUMBER IF "YES," ASK FOLLOW-UP QUESTIONS a, b, AND c.)

1 No → GO TO SCREENING QUESTION 2.
2 Yes → a. How many times at school in the last 2 months? ______

COPY NUMBER OF TIMES

Page 3

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED ( ) ( ) ( ) ( )
↓ ↓ ↓ ↓

COPY 1's (SHAKEDOWNS) ONLY

NUMBER OF SHAKEDOWNS IN SEPTEMBER ONLY

SIROB<1 ☐

Question 2, Page 3

Did this incident take place in:

	1st Incident	2nd Incident	3rd Incident	4th Incident
May	1	1	1	1
September	2	2	2	2

COPY SEPTEMBER SHAKEDOWNS (SCREEN #1) ONLY

COPY STUDENT QUESTIONNAIRE RESPONSE BELOW AND ENTER TOTAL IN COLUMN (A).

COLUMN
(A)

ROBBERIES

QUESTION 20, PAGE 4 - ROBBERIES

20. Besides things under a dollar, did anyone take money or things directly from you by force, weapons or threats at school in September?

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → a. How many times did this involve losses of $1 to $10? ______ Number
b. How many times did this involve losses of more than $10? ______

COLUMN
(A)

NUMBER OF SEPTEMBER ROBBERIES $1-$10

☐ SQROB<1

NUMBER OF SEPTEMBER ROBBERIES MORE THAN $10

☐ SQROB>10

COPY STUDENT INTERVIEW RESPONSES BELOW. FOLLOWING COLUMN (C), DETERMINE THE PROPER ANSWERS AND RECORD IN COLUMN (B).

COLUMN (B)

COLUMN (C)

ROBBERIES

NUMBER OF ROBBERIES IN MAY AND SEPTEMBER

______

(IF NONE ENTER ZERO BELOW)

Detail I, Screening 2, Page 2

In May or September did anyone take money or things worth a dollar or more directly from you by force, weapons, or threats while you were at school, going to or from school, or at a school event held off schoo grounds? (CIRCLE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTIONS a, b, AND c.)

1 No → GO TO SCREENING QUESTION 3
2 Yes → a. How many times at school in the last 2 months?

COPY NUMBER OF TIMES

Page 3

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED ( ) ( ) ( ) ( )

COPY 2's (ROBBERIES) ONLY

NUMBER OF ROBBERIES IN SEPTEMBER ONLY

______

Question 2, Page 3

Did this incident take place in:

	1st Incident	2nd Incident	3rd Incident	4th Incident
May	1	1	1	1
September	2	2	2	2

COPY SEPTEMBER ROBBERIES (SCREEN #2) ONLY

NUMBER OF SEPTEMBER ROBBERIES $1-$10

SIROB<10 ☐

Question 5, Page 3

How much money was it altogether? (OR: What would it cost to replace it/them?)

1st Incident: $________
2nd Incident: $________
3rd Incident: $________
4th Incident: $________

COPY AMOUNTS FOR SEPTEMBER ROBBERIES (SCREEN #2) INCIDENTS ONLY

NUMBER OF SEPTEMBER ROBBERIES MORE THAN $10

SIROB>10 ☐

COPY STUDENT QUESTIONNAIRE RESPONSE BELOW AND ENTER TOTAL IN COLUMN (A).

COLUMN
(A)

THEFTS

QUESTION 21, PAGE 4, QUESTION 22, PAGE 5 - THEFTS

COLUMN
(A)

21. In September did anyone steal something worth less than $1 from your desk, locker, or other place at school?

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → How many times? ______ Number

NUMBER OF SEPTEMBER THEFTS LESS THAN $1

☐ SQTFT<1

NUMBER OF SEPTEMBER THEFTS $1-$10

☐ SQTFT<10

22. Besides things under a dollar did anyone steal things of yours from your desk, locker, or other place at school?

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → a. How many times did this involve thefts of $1 to $10? ______ Number
b. How many times did this involve thefts of more than $10? ______ Number

NUMBER OF SEPTEMBER THEFTS MORE THAN $10

☐ SQTFT>10

COPY STUDENT INTERVIEW RESPONSES BELOW. FOLLOWING COLUMN (C), DETERMINE THE PROPER ANSWERS AND RECORD IN COLUMN (B).

COLUMN (B)

COLUMN (C)

THEFTS

NUMBER OF THEFTS IN MAY AND SEPTEMBER

______

Detail III, Screening 1, Page 18

In May or September did anyone steal anything of yours from your desk, locker, or other place at school? (CIRCLE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTION.)

1 No → GO TO SCREENING QUESTION 2.

2 Yes → How many times did it happen? ______

COPY NUMBER OF TIMES

(IF NONE, ENTER ZEROS BELOW)

Page 19

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED: ( ) ( ) ( ) ( )

COPY 1's (ACTUAL THEFTS) ONLY

NUMBER OF THEFTS IN SEPTEMBER ONLY

______

Question 1, Page 19

	1st Incident	2nd Incident	3rd Incident	4th Incident
Did this incident take place in:				
May	1	1	1	1
September	2	2	2	2

COPY SEPTEMBER THEFTS (SCREEN #1) ONLY

(IF NONE, ENTER ZEROS BELOW)

NUMBER OF SEPTEMBER THEFTS LESS THAN $1

ITFT<1 ☐

Question 4, Page 19

How much money was it altogether? (OR: What would it cost to replace it/them?)

1st Incident: $______

2nd Incident: $______

3rd Incident: $______

4th Incident: $______

COPY AMOUNTS FOR SEPTEMBER THEFTS (SCREEN #1 INCIDENTS) ONLY

NUMBER OF SEPTEMBER THEFTS $1-$10

ITFT<10 ☐

NUMBER OF SEPTEMBER THEFTS MORE THAN $10

ITFT>10 ☐

COPY STUDENT QUESTIONNAIRE RESPONSE BELOW AND ENTER TOTAL IN COLUMN (A).

COLUMN (A)

ATTACKS

QUESTION 23, PAGE 5 - ATTACKS

COLUMN (A)

23 At school in September did anyone physically attack and hurt you?

(Circle one number. If "Yes," follow the arrow.)

1 No
2 Yes → a How many times were you attacked and hurt badly enough to have to see a doctor? ______ Number
b How many times were you attacked and hurt but not badly enough to have to see a doctor? ______ Number

NUMBER OF SEPTEMBER ATTACKS/ DOCTOR YES

☐ SQATTDR

NUMBER OF SEPTEMBER ATTACKS/ DOCTOR NO

☐ SQATTNDR

COPY STUDENT INTERVIEW RESPONSES BELOW. FOLLOWING COLUMN (C), DETERMINE THE PROPER ANSWERS AND RECORD IN COLUMN (B).

COLUMN (B)

COLUMN (C)

ATTACKS

NUMBER OF ATTACKS IN MAY AND SEPTEMBER

______

(IF NONE, ENTER ZEROS BELOW)

Detail II, Screening 1, Page 10

Other than the incidents we have already talked about, did anyone attack you physically and hurt you in May or September while you were at school, going to or from school, or at school events held off school grounds? (CIRCLE ONE NUMBER. IF "YES," ASK FOLLOW-UP QUESTIONS a, b, AND c.)

1 No → GO TO SCREENING QUESTION 2.
2 Yes → a. How many times at school in the last 2 months? ____

COPY NUMBER OF TIMES

Page 11

ENTER SCREENING QUESTION NUMBER IN WHICH INCIDENT REPORTED: ( ) ( ) ( ) ( )
↓ ↓ ↓ ↓

COPY 1's (ACTUAL ATTACKS) ONLY

NUMBER OF ATTACKS IN SEPTEMBER ONLY

______

Question 2, Page 11

Did this incident take place in:

	1st Incident	2nd Incident	3rd Incident	4th Incident
May	1	1	1	1
September	2	2	2	2

COPY SEPTEMBER ATTACKS (SCREEN #1) ONLY

NUMBER OF SEPTEMBER ATTACKS/ DOCTOR YES

SIATTDR ☐

Question 28, Page 16

Did you go to see a doctor?

	1st Incident	2nd Incident	3rd Incident	4th Incident
No	1	1 (GO TO Q. 30)	1	1
Yes	2	2	2	2

COPY RESPONSES FOR SEPTEMBER ATTACKS (SCREEN #1) INCIDENTS ONLY

NUMBER OF SEPTEMBER ATTACKS/ DOCTOR NO

SIATTNDR ☐

SECTION II

Read the introductory paragraphs below to the student, then for each discrepancy in Section I ask Questions 1 and 2. Read the paragraphs and questions exactly as written, supplying the idenitification in Question 1 so the student will know the type of incident you are referring to. As the student answers Question 1, record the answer in the proper box in column B, Section I. After Question 2 has been completed, thank the student and terminate the interview. Then place this form, the Student Questionnaire and the Student Interview into the student's envelope.

O.K. Now I need your help in solving a problem that sometimes happens when we ask people the same question in different ways. You have filled out the questionnaire by yourself (POINT TO STUDENT QUESTIONNAIRE) - and this interview with me. (POINT TO STUDENT INTERVIEW) As you probably noticed, some of the same questions were asked in both cases.

Now, the problem is that people very often give us different answers to the same questions. We need to find out why this happens so that we can decide on the best way of asking a question to get an answer that tells us exactly what happened. You can help us a lot by answering a few more questions about your own answers.

SQ19DISC *1st DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION NUMBER* _____

Q.1. I noticed that on the questionnaire you reported _________ incidents for _________, and during the interview you reported _____________. Thinking again about what actually happened, why do you think your answers didn't agree?

SQ19R1
SQ19R2
SQ19R3

____

____

____

____

____

____

SQ19COR *Q.2. What is the accurate answer?* ________

SQ20ADSC *2nd DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION NUMBER* _____

Q.1. I noticed that on the questionnaire you reported _________ incidents for ___________, and during the interview you reported ___________. Thinking again about what actually happened, why do you think your answers didn't agree?

SQ20AR1
SQ20AR2
SQ20AR3

SQ20ACOR *Q.2. What is the accurate answer?* ________

SQ20BDSC *3rd DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION NUMBER* ________

Q.1. I noticed that on the questionnaire you reported ________ incidents for _________, and during the interview you reported ___________. Thinking again about what actually happened, why do you think your answers didn't agree?

SQ20BR1
SQ20BR2
SQ20BR3

SQ20BCOR *Q.2. What is the accurate answer?* ________

SQ21DISC *4th DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION NUMBER _____*

Q.1. I noticed that on the questionnaire you reported _________ incidents for ___________, and during the interview you reported __________. Thinking again about what actually happened, why do you think your answers didn't agree?

SQ21R1 ____
SQ21R2
SQ21R3 ____
____
____
____
____

SQ21COR *Q.2. What is the accurate answer?* ________

SQ22ADSC *5th DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION NUMBER _____*

Q.1. I noticed that on the questionnaire you reported ________ incidents for ________, and during the interview you reported ___________. Thinking again about what actually happened, why do you think your answers didn't agree?

SQ22AR1 ____
SQ22AR2
SQ22AR3 ____
____
____
____
____

SQ22ACOR *Q.2. What is the accurate answer?* ________

Similar sections for Discrepancies 6 through 8 were coded as follows:

SQ22BDSC
SQ22BR1
SQ22BR2
SQ22BR3
SQ22BCOR

SQ23ADSC
SQ23AR1
SQ23AR2
SQ23AR3
SQ23ACOR

SQ23BDSC
SQ23BR1
SQ23BR2
SQ23BR3
SQ23BCOR

PART 7 - DEFINITIONS OF OPEN-ENDED CATEGORIES USED IN STUDY INSTRUMENTS AND SURVEY OPERATIONS

PART 7. DEFINITIONS OF OPEN-ENDED CATEGORIES USED IN STUDY INSTRUMENT AND SURVEY OPERATIONS

Included in Part 7 are the following Exhibits:

Exhibit 1 - Events Recorded on RTI's Automated Survey Support System . . . . p. D-137

Exhibit 2 - Open-ended Codes Used for More Than One Type of Questionnaire . . . . pp. D-138-D-145

Exhibit 3 - Open-ended Codes for the Principal Incident Reporting Sheet . . . . pp. D-146-D-151

Exhibit 4 - Open-ended Codes for the Student Questionnaire . . . . pp. D-152-D-155

Exhibit 5 - Open-ended Codes for the Student Interview Questionnaire . . . . pp. D-156-D-160

Exhibit 6 - Open-ended Codes for the Teacher Questionnaire . . . . pp. D-161-D-163

Exhibit 7 - Open-ended Codes for the Special Teacher Telephone Follow-up Questionnaire . . . . . . p. D-164

EXHIBIT 1

EVENTS RECORDED ON RTI's AUTOMATED SURVEY SUPPORT SYSTEM

The following list defines the events and event codes entered in the automated survey support system through the SYCOR direct data entry machines.

Event Code	Event
02 H	Project refused by superintendent
03 F	Project approved by superintendent
30 I	Project refused by school
31 G	Out - Deleted from study because school discontinued or not appropriate to study
	RECEIPT OF DATA
14 C	No incidents to report
15 A	Principal Questionnaire
16 J	Incident Report Sheet
17 H	Teacher Questionnaire
18 F	Student Questionnaire
19 D	Student Interview

EXHIBIT 2

OPEN-ENDED CODES USED FOR MORE THAN ONE TYPE OF QUESTIONNAIRE

The following list defines new codes created from alpha responses which are used to code questions appearing on more than one kind of questionnaire. These codes eliminate the need for alpha data on the data file.

Other people used for school security

Principal Questionnaire - Phase I: PP1Q14SP

Principal Questionnaire - Phase II: PP2Q20SP, PP2Q21SP

Code	Category
01	Custodian
02	Monitors, supervisors, crossing guard, paraprofessionals
03	Aides
04	Night watchmen
05	Police - not on regular patrol
06	Staff and administration supervision not described in question above
07	Indefinable security (special meeting)
08	Parking lot attendant
09	Circled and no written response

Reasons for change in seriousness of crime problems over the last 5 years

Principal Questionnaire - Phase I: PP1Q20A, PP1Q20B, PP1Q20C, PP1Q20D, PP1Q20E

Principal Questionnaire - Phase II: PP2Q27A, PP2Q27B, PP2Q27C, PP2Q27D, PP2Q27E

001	Broad social, economic, political changes (beyond local community)

Code	Category
002	Negative court action, failure of courts, court's leniency
003	Positive court action, closer cooperation with courts, positive law enforcement
004	Failure of parents, family, and home to support, direct, guide children; parental permissiveness
005	Parental involvement, support, concern with schools
006	Student pride, school spirit, involvement in activities, sports, etc.
007	Negative student attitudes, lack of respect for authority or property, "turned off" students
008	Student participation in decisions, student government, student advisory councils, student courts, etc.
009	Antisocial groups, individuals (gangs, troublemakers, etc.)
010	Drug or alcohol abuse
011	Good intergroup and interpersonal relations in school, communication, understanding, mutual respect, concern
012	Individual attention (includes counseling, social work)
013	Organizational change
014	Change in school personnel
015	School security
016	Discipline program, enforcement of rules (firm, fair, swift discipline, etc.), restitution
017	Better curriculum, better teaching, etc.
018	Desegregation, "court ordered" desegregation, busing, integration
019	Racial tensions (other than those specifically related to desegregation)
020	Crowding
021	Declining enrollment
022	Other population change in community, school

Code	Category
023	Other
024	Lock up or don't bring valuables to school
025	Students (should be allowed to) carry weapons or learn self-defense
026	Solve the problem - how to do it is unspecified
027	Permit guard dogs on school grounds
028	Have or let the principal handle it
029	Close the school
030	Allow a smoking area
031	Catch the offender
032	Tell parents or relatives
033	Community involvement
034	Awareness campaign
035	Support and cooperation from schoolboard, school administration, principal
036	Good vocational, work study, or work-related courses
037	Keep school ship shape; repair facilities, build new school
038	Supervision, monitoring
039	Strict enforcement of law by courts, police, criminal justice system
040	Change compulsory attendance laws
041	In-service training on discipline, crisis, management, student rights, responsibilities, etc.
042	Citizenship program, student socialization, emphasis on home, good habits, knowing rights and responsibilities; teaching students to act responsibly
043	Separation of difficult students from regular classes or from school (special classes of schools, detention, classes, expulsion from school)

Code	Category
044	Controlling movement and use of time in the school (hall passes, visitors register at offices, scheduling activities, scheduling use of facilities, student ID, etc.)
045	Other - relating to school discipline and supervision
046	Parental conferences (with individual parents)
047	Other - relating to curriculum and organization
048	Restitution, repayment by students or parents for damages (may include work by students in lieu of cash)
049	Other - relating to interactions in school
050	Other - relating to community and society
993	No problem

Ways to reduce vandalism, personal attacks, or theft.

Use entire code for:

Principal Questionnaire - Phase I: PP1Q22A, PP1Q22B, PP1Q22C, PP1Q22D, PP1Q22E, PP1Q25A, PP1Q25B, PP1Q25C, PP1Q25D, PP1Q25E

Principal Questionnaire - Phase II: PP2Q72A, PP2Q72B, PP2Q72C, PP2Q72D, PP2Q72E, PP2Q75A, PP2Q75B, PP2Q75C, PP2Q75D, PP2Q75E

Student Questionnaire: STDQ68A, STDQ68B, STDQ68C, STDQ68D, STDQ68E

Teacher Questionnaire: TCHQ40A, TCHQ40B, TCHQ40C, TCHQ40D, TCHQ40E

Drop leading "0" or leading "9" and use code for:

Principal Questionnaire - Phase I: PP1Q23SP, PP1Q24SP

Principal Questionnaire - Phase II: PP2Q7310, PP2Q743

010	Don't bring valuables to school (For Student Questionnaires only)
011	Electronic intrusion detection system (sound detectors, motion detectors, T.V. monitors, alarms, etc.)

Code	Category
012	Lighting
013	Fences, gates, window screens, plastic windows, fewer windows
014	Locks. Doors, windows, classrooms locked. Includes changing locks and locker combinations, making lockers or secure places available.
015	Police at school
016	Custodians watch after school
017	Other school security guards, security
018	Permit guard dogs on school grounds
019	Other - relating to school security
021	Discipline program, enforcement of rules (firm, fair, swift discipline, etc.); Suspension; Catch the offender
022	Parental conferences (with individual parents)
023	Restitution, repayment by students or parents for damages (may include work by students in lieu of cash)
024	Individual attention (Includes counseling, social work, conferences with individual students)
025	Separation of difficult students from regular classes or from school - special classes or schools, detention classes, expulsion from school
026	Monitoring, supervision, watchfulness, spotting trouble-makers
027	Controlling movement and use of time in the school (hall passes, visitors register at office, etc.); scheduling activities, scheduling use of facilities and use of student ID
028	Have or let the principal handle it
029	Other - relating to school discipline and supervision
031	Good vocational, work-study, or work-related courses

Code	Category
032	Better curriculum, better teaching, better courses (more interesting, more relevant, higher standards, etc.)
033	Organizational change
034	Change in school personnel - get new principal, better leadership, remove certain teachers, etc.
035	In-service training on discipline, crisis management, student rights, responsibilities, etc.
039	Other - relating to curriculum and organization
041	Good intergroup and interpersonal relations; communication, understanding, mutual respect, concern
042	Student pride, school spirit, positive reinforcement for self and school - may include involvement in activities and sports; giving students more positive self-image
043	Student participation in decisions - effective student government, student advisory councils, student courts, etc.
044	Citizenship program, student socialization, emphasis on honesty, good habits, knowing rights and responsibilities, teaching students to act responsibly
045	Awareness campaign against vandalism, violence; school effort to make students, faculty, parents and school neighbors aware of problem and mobilize them to help solve it; "What to do when......"
046	Keep school ship shape; repair facilities; build new schools
047	Allow a smoking area
049	Other - relating to interaction in school
050	Parents should be more responsible, firmer in raising their children; failure of parents, family, home parental permissiveness
051	Parental involvement, support, concern with schools; tell parents or relatives
052	Good relations with community, school open to community, community involvement, etc.

Code	Category
053	Strict enforcement of law by courts, police, criminal justice system
054	Other support from and cooperation with criminal justice system (police, courts, juvenile authorities)
055	Support, cooperation from schoolboard, school administration, principal; support from, cooperation with other public agencies (social work, recreation, etc.)
056	Change compulsory attendance laws
057	Make schools and classrooms smaller, crowding
058	Interracial or inter-ethnic problem
059	Other - relating to community and society
060	Broad social, economic, political changes
061	Other - not in any of above categories
062	Students should be allowed to carry weapons or learn self defense
063	Solve the problem - how to do it unspecified
064	Close the school
065	Drug abuse and alcohol
066	Negative court action, failure of courts, court's leniency
067	Negative student attitudes, lack of respect for authority or property, "turned-off" students
068	Antisocial groups, individuals (gangs, troublemakers)
069	Desegration, court-ordered desegregation, busing, integration
070	Declining enrollment
071	Other population change in community school
993	No problem

Ethnic background

Principal Questionnaire - Phase II: PP2Q40

Student Questionnaire: STDQ3

Teacher Questionnaire: TCHQ5

Code	Category
05	European mixes
xx	All mixes that include one minority group, force into that particular minority category
06	All with two or more minorities listed, or those which cannot be categorized, such as "American"

Reasons for discrepancies

Post Interview Check: SQ19R1, SQ19R2, SQ19R3, SQ20AR1, SQ20AR2, SQ20AR3, SQ20BR1, SQ20BR2, SQ20BR3, SQ21R1, SQ21R2, SQ21R3, SQ22AR1, SQ22AR2, SQ22AR3, SQ22BR1, SQ22BR2, SQ22BR3, SQ23AR1, SQ23AR2, SQ23AR3, SQ23BR1, SQ23BR2, SQ23BR3

Special Teacher Follow-up Questionnaire: FTQ13AEX, FTQ13BEX, FTQ14AEX, FTQ14BEX, FTQ14CEX, FTQ15AEX, FTQ15BEX, FTQ16AEX, FTQ16BEX

01	Time telescope (event occurred at time other than specified period)
02	Confusion about questions or instructions
03	Exaggeration
04	Uncertainty about the event itself
05	Respondent generally confused
06	Too unimportant
07	Forgot until Student Interview Questionnaire or special teacher follow-up

EXHIBIT 3

OPEN-ENDED CODES FOR THE PRINCIPAL INCIDENT REPORTING SHEET

The following list defines new codes created from alpha responses on the Incident Reporting Sheet eliminating the need for alpha data on the data file.

IRSQ1-8A - Commit other offense(s) against property

Code	Category
01	Smoke bomb; discharge fire extinguisher spray; smoke detector
02	Tampering with autos
03	Other offenses, no description
04	Bomb components brought to school
05	Parking lot covered with glass, broken bottles, etc.
06	Accidentally damage property (bumping, shut door, etc.)
07	Hang on rear of school bus
08	Throw objects (Example: at school bus)
09	Set off fire crackers
10	Litter

IRSQ4-7A - Commit other offense(s) against persons

01	Harassment (verbal attack or disrespect warranting arrest or suspension)
02	Abduction
03	Throw objects, show of weapon causing injury (with or without aim)
04	Indecent exposure
05	Other offenses, no description given
06	Release fire extinguisher spray

Code	Category
07	Tore clothes
08	Flicked lighted match at victim; held match to victim
09	Tear gas set off
10	Shoot accidentally
11	Self-inflicted injury
12	Accidentally caused injury
13	Treaten destruction to victim's property (Example: blow up house)
14	Turn off lights and attack
15	Plant explosive in cigarette
16	Attempted abduction

IRSQ5-5 - Other way harm inflicted or attempted

01	Missiles - thrown objects
02	Fright - grab clothes, verbal threat, etc.
04	Burn - with cigarette, match, etc.
05	Bite
06	Student's dog bit by charged attack
07	Fall - result of being chased
08	Fire extinguisher spray, powder, acid, liquid
09	Car (tried to run over)
10	Rope

IRSQ8-6A - Commit any other offenses not listed above

01	Smoking or in posession of cigarette(s)
02	Firecrackers; caps; set off objectionable spray (mace); possession of bullets

Code	Category
03	Attempt to disrobe
04	Violate closed campus policy (left campus, stage walk-out)
05	Hostile and belligerent to school personnel; refused to obey teachers; beyond normal discipline problem - expelled or suspended
06	Possession of counterfeit money, tried to and/or passed off
07	Other offenses, no description given
08	Thrown objects
09	Placed conductors in electrical sockets to cause shock
10	Violated restricted area (boys invaded girl's restroom, etc.)
11	Possession and show of obscene materials
12	Gambling
13	Lock students and teacher in room
14	Forcibly pushed male into female bathroom
15	Drugs placed in classroom, offenders unknown
16	Suspicion of drugs for sale, refused search
17	Shoplift while on school trip
18	Blocked school bus in parking lot; stowaway
19	Speeding or reckless driving on campus

IRSQ129A - Other location of incident (specify)

01	Entire school
02	Office (administration building, engineering office, lost and found room, conference room, etc.)
03	Library (reading room)
04	Vault

Code	Category
05	Construction area
06	Outside buildings in school area (ticket booth, agriculture building, vocational building, bus garage)
07	Laundry
08	Multiple purpose or workroom
09	Smoking area (lounge)
10	Auditorium (theater foyer)
11	Medical center (nurse's office)
12	Off-campus
13	On-campus, other than listed (flagpole, lawn in front of gym, walkway, schoolyard, grounds, outside, front of school, bus zone, terrace, etc.)
14	School shops - auto, garage, metal
15	Basement
16	Outside school structure (walls, outside door, side door, entrance way, breezeway, steps, etc.)
17	Roof
18	Storage room, supply closet
19	Boiler room
20	Dormitories
21	School store
22	Escalator, elevator
23	Stable
24	Train
25	Locker, locker area (if not specified in hall)
26	Swim area
27	School class on trip away from school

Code	Category
28	School switchboard

IRSQ14-A, IRSQ14-B, IRSQ14-C, IRSQ14-D, IRSQ15-A, IRSQ15-B, IRSQ15C, IRSQ15D, IRSQ16A, IRSQ16B, IRSQ16C, IRSQ16D - Type of answer given

01	Actual value, no estimation
02	Value estimated from item 19, originally blank
04	Value estimated from item 19, originally unknown
05	Value estimated from item 19, originally bad data
06	Value estimated from item 19, originally two answers
07	Value estimated from item 19, originally refused to answer
08	Value not given and not estimated, blank
09	No incidents reported

IRSQ18-6 - Other school reported incident to (specify)

01	Fire Department
02	Attorney
03	Internal Revenue Service security officer, etc.
04	Counselor
05	Teacher
06	Dean, liaison, principal, etc.
07	Building repair department, custodian, etc.
08	Club (Booster, etc.)
09	Insurance company
10	Office (Administration)
11	Store manager, contractor, company, etc.
12	Bus supervisor, driver, company, etc.
13	Telephone company
14	Health Department

Code	Category
15	Filed - not specified
16	Juvenile court, probation officer, etc.
17	PTA
18	Nurse, doctor, hospital
19	U.S. Secret Service
20	Vending machine company
21	Social agency
22	Regional pupil service team
23	Food services
24	U.S. Post Office
25	Other school
26	Recreation department
27	School farm
28	Reported by parents to school (off-campus, en route to school, etc.)
29	YMCA
31	Community or block association
32	Safe company

EXHIBIT 4

OPEN-ENDED CODES FOR THE STUDENT QUESTIONNAIRE

The following list defines new codes created from alpha responses on the Student Questionnaire eliminating the need for alpha data on the data file.

STDQ9E - Other reason attended this school and not another

If the answer cannot be forced up into a-d, code as follows:

Code	Category
01	Wanted to, or chose to go to this school (this applies anytime it can be determined that it was a matter of choice, whatever the reason)
02	Parents chose the school
05	Organization or quality of school (grade classification; good school but unspecified in what areas, etc.)
06	No apparent choice of school, but reason not given
09	Transportation situation (closest, no transportation to chosen school, etc.)
10	Controlled, authoritative (court) supervision
15	Circled, no written response
See "03"	Left previous school, old school closed, etc.; Moved to new area, moved away from old area, etc.; Couldn't afford private school or other financial indications; Overcrowding of other schools

STDQ36 - Other method of getting to and from school

06	Circled, but no written response
07	Hitchhike
08	Skateboard
09	Snowmobile

STDQ58 - Other kinds of television shows

05	Those not listed below or in the questionnaire

Code	Category
12	None, no T.V., don't watch it, etc.
14	Mysteries
16	Westerns
23	Adventure
24	Monster shows and horror shows
25	Science fiction

STDQ59F - Other things to do if you knew students who tore up classroom at night

01	Keep it to myself, tell no one
02	Talk to the person who did it
03	Disagree with the person who did it
04	Use group agreement to establish point (tell if others did, agree with group of other students, etc.)
05	Personally retaliate or punish, or insist on retribution
06	Depends on situation, why they did it, etc.
07	Send an anonymous tip
08	Inform authorities, police, etc.
09	Talk to someone else other than those listed above, but unspecified
10	Circled, but no written response
11	Participate in the destruction of, etc.
12	God (other Diety)
	"Counselor" is forced up to "Teacher" in the question

STDQ63 - Someone else you would go to first with personal problem

05	Circled, but no written response
06	Friend or other age mate, cousin, etc.
07	Other adult, relative (aunt, uncle)

Code	Category
08	No one
09	God (other Diety)
11	Spouse

STDQ65 - Something else you want to do most in the year after you leave high school

06	Circled, but no written response
08	Travel, rest, enjoy self, etc.
09	Move out, leave home, etc.
10	Have a sports career
11	Illegal activities .
12	Other career: art, music, etc.
13	Family oriented activities (have children, stay home with children, etc.)

STDQ67F - Something else expect to do in year after leave high school

01	Travel, rest, enjoy self
02	Have children, or family oriented activity
03	Sports career
04	Illegal activities
05	Other career: art, music, etc.
06	Move out, leave home, etc.
07	Circled, but no written response

STDQ69 - Type of comment on questionnaire

01	Positive comment
02	Negative comment
03	Neutral comment

Code	Category
04	Irrelevant comment
93	No comment

STDCODE	
01	First group administration
02	Second group administration - A
03	Second group administration - B
04	Group make-up administration - A
05	Group make-up administration - B
06	Special administration - A
07	Special administration - B

EXHIBIT 5

OPEN-ENDED CODES FOR THE STUDENT INTERVIEW QUESTIONNAIRE - DETAILS I, II, AND III

The following list contains codes to categorize alphabetic responses to open-ended questions on the Student Interview Questionnaire in a numeric manner to eliminate alpha data from the data files.

SID1Q04A, SID1Q04B, SID1Q04C, SID1Q04D - Things taken from you

Code	Category
01	Auto
02	Bike
03	Money
04	Clothing
05	Books
06	Other school supplies
07	School equipment
10	Other school property
11	Other personal property

SID1Q06J, SID2Q03J, SID3Q05J - Other place incident occurred

10	Circled, no written response
11	Other place at school
12	Other place away from school
13	Other place undetermined

SID1Q25D, SID2Q22D - Other weapon used

01	Other circled, no written response
02	Missile (thrown object)
03	Other than missile

SID1Q28A, SID1Q28B, SID1Q28C, SID2Q25A, SID2Q25B, SID2Q25C, SID2Q25D - Other things person said or did to harm you

Code	Category
01	Bodily harm - beat up, etc.
02	Threaten to kill
03	Threaten with weapon
04	Verbal threats, no specific method of harm given

SID1Q30F, SID2Q27F - Other ways injured

01	Other circled, no written response
02	Back and side went out of place
03	Hurt his nose
04	Hit the back of my head
05	Hurt a lot
06	Muscular dislocation
07	Hairline fracture
08	Fingers bent back
09	Hair torn out
10	Twisted ankle

SID1Q33H, SID2Q30H, SID3Q23H - Other adult you told about what happened

01	Circled, but no written response
02	School, school secretary
03	School nurse
04	Other adult at school
05	Other relatives
06	Bus driver

Code	Category
07	Doctor
08	Hall patrol
09	Neighbor
10	Equipment manager
11	Offender

SID1Q34F, SID2Q31F, SID3Q24F - Specify how you took care of incident yourself

01	Circled, no written response
02	Told him to get out of here
03	I got him back, fought with him
04	Just let it pass
05	Replace it
06	Was replaced in my locker (was returned)
07	Got back before it happened
08	Talked with them off school grounds
09	Just cooled it (don't play football any more)
10	Pushed him away and told him he better not try it again or else; stood up to them
11	Pen belonged to girlfriend so I gave her the money for it
12	My mom overheard them and told them that she would get in touch with all their parents if they didn't quit
13	Caught him and made him give it back
14	Forgot it

SID1Q34G, SID2Q31G, SID3Q246 - Specify other reason did not report incident to adult

01	Circled, no written response

Code	Category
02	My own fault it happened; careless; negligent
03	Don't expect to get things back; wouldn't do any good, no sense in doing it; items may be claimed by whoever finds them; didn't want old ones back; hard to get books back once they are stolen
04	Afraid to report it
05	He didn't catch me and I didn't know who he was
06	Inconvenient to report; I forgot; going away from school at the time; no one was around; it happened on Friday; it happened at the end of class; it happened on a weekend (off school grounds); too late to do anything about it by the time I discovered it
08	Nothing taken
09	Already known to authorities; didn't have to (there were people who saw it); teacher broke it up (therefore, knew)
13	Would think I was lying
16	Didn't want to get offender in trouble (unspecified as to whether the offender would retaliate); if my dad found out he'd have killed the kid
19	Too embarrassed to tell anyone
20	Student's sister's friends saw it and beat up instigators
22	Other stuff behind it (nothing bad, didn't want to tell anyone)
23	Person gave it back to me, got it back, hope to get it back
24	Beyond jurisdiction of school; person who did it does not go to this school; didn't think it was the school's problem
28	They couldn't do anything

SID3Q03A, SID3Q03B, SID3Q03C, SID3Q03D - Things taken from a place

01	Auto
02	Bike

Code	Category
03	Money
04	Clothing
05	Books
11	Other personal property

EXHIBIT 6

OPEN-ENDED CODES FOR THE TEACHER QUESTIONNAIRE

The following list defines new codes created from alpha responses on the Teacher Questionnaire eliminating the need for alpha data on the data file.

TCHQ6 - Other levels of education

Code	Category
07	Circled, no written response
10	Learning disability

TCHQ8 - Other school program where you teach

09	Circled, no written response
10	More than one, back to back, mixed electives, mixed classes (but unspecified), etc.
11	Driver's education
12	"ROTC"
13	Technical - Vocational
14	Alternative program
15	Sociology (community involvement; social problems; law and youth; etc.)
16	Library or librarian (only if they teach as a full time teacher)

TCH18F10 - Other place incident took place

01	Circled, no written response
02	Library
03	Place away from school (off school grounds)
04	Cafeteria, lounge, etc.

TCHQ18G5 - Other person reported incident to

Code	Category
01	Circled, no written response
02	Teachers' Union
03	Parent
04	Superintendent
05	Lounge
06	Custodian
07	Counselor
08	Friends
09	Indefinable (specified but unknown abbreviations, etc.)
10	Board of Education
11	Insurance company, credit card company
12	Accountant
13	Students
14	Nurse
15	School Psychologist
16	Library
17	Department heads - excluding academic department heads (ex. cafeteria managers, etc.)

TCHQ18H - Other reason did not report

06	Circled, no written response
08	Did not have a chance
09	Other person assumed loss

TCHQ18I1, TCHQ18I2, TCHQ18I3, TCHQ18I4, TCHQ18I5 - What was taken?

01	Automobile

Code	Category
02	Bicycle
03	Money
04	Clothing
05	Books
06	Other school supplies (pencils, paper, chalk, etc.)
07	School equipment (audio-visual, lab equipment, etc.)
10	Other school property
11	Other personal property (includes those "other" things not definitely school property)

TCHQ31SP - Other ethnic backgrounds teach

01	Other, anything that cannot be forced into spaces above

TCHCODE - How received forms

01	Returned in the hardshell
02	Returned by mail from the school

EXHIBIT 7

OPEN-ENDED CODES FOR THE SPECIAL TEACHER TELEPHONE FOLLOWUP QUESTIONNAIRE

The following list defines new codes created from alpha responses on the Special Teacher Followup Questionnaire.

RESULT - Final Result Code

Code	Category
01	Interview completed
02	Unable to contact
03	Refused
04	Other

PART 8 - SURVEY OPERATIONS CORRESPONDENCE AT THE STATE, DISTRICT, AND SCHOOL LEVELS

Letter to Chief State School Officers from Director of NIE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

OFFICE OF THE DIRECTOR

Through P.L. 93-380 the Congress has expressed a concern about crime in the nation's schools. In section 825 of this law, it has requested a study of the extent and seriousness of school crime, what schools are doing to prevent it and how effective they are. Considering the disruption and dollar loss to schools, information to help combat this problem is very much needed.

Last school year the National Center for Education Statistics (NCES) conducted a study of crimes reported by schools to the police. That study was in response to the legislative mandate for some early information. Responsibility for an in-depth study to comply with the Congressional mandate has been assigned to the National Institute of Education (NIE). The Research Triangle Institute (RTI) in North Carolina has been selected to conduct the data collection for the study. The Committee on Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers has been involved with the development of the project through consultation or the development of the design and questionnaires, and CEIS recommends support.

The NIE Safe School Study focuses on the range of incidents at the school level, regardless of whether or not they were reported elsewhere. All indications are that much school crime goes unreported. Information is being requested from a national sample of school principals (Phase I) and from secondary school teachers and students in a subsample of schools (Phase II) regarding their experiences as victims of crime. Unlike the NCES study, the NIE study also focuses on means schools are using to prevent crime and asks each of these respondents for information on means of prevention they have used. A short description of the study is enclosed.

Your assistance in the data collection aspect of this project is sought in order that accurate and timely data may be secured. You are invited to name a project coordinator from your agency and so inform Dr. David Boesel, Head, School Discipline Studies, NIE of your selection. Also please advise Dr. Boesel of your preference of option for handling Phase I:

OPTION 1. The state level project coordinator would manage the distribution of all data collection instruments and instructions to schools after clearance with the school systems.

OPTION 2. The contractor (RTI) working with the state coordinator, would mail questionnaires directly to schools or school systems and involve the state education agency only as a matter of information.

Phase I will be handled entirely by mail. In either case, RTI will contact local education agencies to seek their cooperation and ask that the data be sent to RTI directly by the schools.

In Phase II of the project an RTI field representative will go to each school where teacher and student questionnaires are to be administered. You are invited to consider the following options for the management of data collection in this phase:

OPTION 1. A state level person would accompany the contractor's representative as the data is collected at the school level.

OPTION 2. The contractor would proceed with the data collection without involvement of state personnel.

Phase III is a case study of crime in 24 schools to be identified from Phase I and II data. The location of these schools will not be known until next summer. However, you may wish to respond to the following options for this phase of the study:

OPTION 1. A state-level person would accompany the contractor on each of the case studies.

OPTION 2. The contractor would proceed with the project without involvement of state persons.

In addition to your selection of any of the above options, local school systems will be asked to assist in the coordination of the data collection effort in individual schools. Since we would like to contact local school districts in early December, your prompt reply would be appreciated. If you have any questions, Dr. Boesel can be reached at (202) 254-6271.

We look forward to your assistance with this study on a question vital to schools across the country.

Sincerely,

Harold L. Hodgkinson
Director

HLH/sb

Letter to Option I State Coordinators from RTI

December 17, 1975

Dear Ms. _______:

Enclosed is the ________ sample for the Safe School Study. There are two printouts: one giving detailed information on schools by district; the other is a listing of schools by district by the scheduled month of participation, so you can tell at a glance what schools are involved for a given month. Also attached is a copy of our letter to the superintendents.

We will send you the packets of information for the LEA superintendents for you to forward to them. Those superintendents who have schools scheduled for February and who do not respond in early January will be contacted by you in an effort to gain their cooperation in the study.

We look forward to working with you on this study and appreciate your cooperation. If you have any questions or concerns, please do not hesitate to contact me by calling collect (919) 549-8311.

Sincerely,

Jack Shirey
Survey Data Coordinator

sb

Enclosures

Letter to Option II State Coordinators from RTI

December 18, 1975

Dear __________:

Enclosed is the ________ sample for the Safe School Study. There are two printouts: one giving detailed information on schools by district; the other is a listing of schools by district by the scheduled month of participation, so you can tell at a glance what schools are involved for a given month. Also attached is a copy of our letter to the superintendents.

Materials will be shipped to all district superintendents the week of December 22-26. We will be mailing to those schools scheduled to participate in the February study on January 15. Copies of all materials will be sent to the state office. __________ schools will not be involved in Phase II.

We look forward to working with you on this study and appreciate your cooperation. If you have any questions or concerns, please do not hesitate to contact me by calling collect (919) 549-8311.

Sincerely,

Jack Shirey
Survey Data Coordinator

sb

Enclosures

The National Institute of Education (NIE) is conducting a study, mandated by Congress, to determine the extent of the problem schools are having with incidents such as vandalism, personal attacks, and theft, and to determine what can be done to make schools safer. The study will result in a report with recommendations to Congress. The Research Triangle Institute (RTI) of North Carolina is collecting the data in this study for NIE. RTI is a private, not-for-profit contract research organization which has extensive experience in educational research in the public schools.

The purpose of this letter is to solicit your cooperation in this study. The Committee for Evaluation of Information Systems (CEIS) of the Council of Chief State School Officers, as well as American Association of School Administrators (AASA), National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP) have endorsed the study, and your Chief State School Officer, whom we have contacted, is also cooperating with this project.

As part of the study design, a nationwide random sample of schools has been selected for participation in the study over an eight-month period beginning in February, 1976 and ending in January, 1977. Enclosed is a list of the schools in your district which have been selected for the study. The list gives the month and year the school is scheduled to participate and shows whether the school is scheduled for Phase I (principals) only, or also for Phase II (teachers and students also) of the study.

All of the schools listed will participate in Phase I of the study which is directed to the principals and asks them to report each incident at their schools during the designated month on an Incident Reporting Sheet. They will also be asked to complete a School Background Information Questionnaire. A subsample of the Phase I schools has been selected to participate in Phase II, which is directed toward the teachers and a randomly selected sample of students in each school. The time required to complete the Teachers Questionnaire is slightly less than one-half hour, and the time for the Students Questionnaire will not exceed a class period. RTI's experienced field staff will be responsible for collecting the Phase II data in the schools.

While we are aware that in many schools and school systems, these kinds of incidents pose little or no problem, the legislation requires the information be collected from schools of all kinds; only in this way will it be possible to produce the national estimates mandated by Congress.

It should be stressed that no individuals, schools, school districts, or states will be identified in the report to Congress. All identifiers linking data to schools or school systems will be destroyed as soon as the report is completed, and at no time will any individuals be identified with the data collected.

Those schools in your district which have been selected for the study will be mailed survey materials approximately two (2) weeks prior to the month of participation as shown in the 2nd column of the printout. We would appreciate receiving notification of your district's cooperation prior to that time. Please mail, as soon as possible, the enclosed post card to indicate your willingness to participate. Those districts from which we receive no indication will be contacted by an RTI representative at least three (3) weeks before the first school in the system is scheduled to participate. If you have questions about the study, please call Mr. Wayne Bradburn or Mr. Jack Shirey collect at (919) 549-8311.

The Research Triangle Institute believes strongly in the relevance and importance of this project. We hope that you concur and will communicate your interest to the schools which will be involved in the study. We have taken every step possible to insure that the data collection be coordinated as smoothly as possible with the normal school routine. The success of the study is largely dependent upon your participation in this project. If you have any questions or comments, please do not hesitate to contact us. We very much appreciate your help.

Sincerely,

Jack Shirey
Survey Data Coordinator

Enclosures

August, 1976

Dear Superintendent:

We appreciate the cooperation of your district in the National Institute of Education's Safe School Study. The first four months of data collection for the study have been completed and those data are now being processed. We are now making plans for this fall's data collection activities, which will begin in September.

As explained in our letter of December, 1975, this study has been mandated by Congress, and NIE is planning to submit a complete report in the fall of 1977. Please note that those schools originally scheduled for January, 1977, have been re-scheduled for September, 1976.

For your convenience we have enclosed a printout showing those schools in your district scheduled for data collection this fall. We would appreciate your contacting those principals whose schools are now scheduled for September to alert them to the change. They can expect to receive the study materials in late August. Also, please contact the principals whose schools are scheduled the other months and remind them that you have approved this study.

We have taken every step possible to insure that the data collection be coordinated as smoothly as possible within the normal school routine. The success of the study is largely dependent upon your schools' participation. If you have any questions or comments, please do not hesitate to contact us. You may call toll-free by dialing (800) 334-8520. We very much appreciate your help.

Sincerely,

Jack Shirey
Survey Data Coordinator

JS/sb
Enclosures

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

Dear

I am writing to urge that you reconsider participating in the National Institute of Education's Safe School Study.

As you may recall, the study is being conducted in response to a Congressional mandate (P.L. 93-380, Section 825) to provide information on the extent of vandalism and violence in schools, and to recommend measures to reduce them. The study has received the endorsement of the American Association of School Administrators, the National Association of Secondary School Principals, the National Association of Elementary School Principals, and the Council of Great City Schools, among others.

The law mandating the Safe School Study gave expression to the needs of school systems having serious problems with vandalism and violence. The information generated by the study (to be reported without reference to school systems or schools), will form the basis of Congressional efforts to enact legislation of direct benefit to local districts.

Whether or not a district is troubled by problems such as these, it can help by providing the needed information. Since we are going to considerable effort to assure that the data are representative on a national scale, it is important that we hear from a representative sample of schools, including those in which the problem is minimal as well as those in which it is more serious.

The need for accurate and complete information is, of course, essential if the policies based on it are to be sound. The loss of data from school districts such as yours can seriously hamper efforts to reach valid conclusions.

The spring semester's data collection, conducted by the Research Triangle Institute, was carried out efficiently and to the satisfaction of participating schools. We anticipate that the second round of data collection, to begin this fall, will be equally satisfactory.

In light of the above, I hope that you will give your personal attention to the question of participation. Your cooperation will be greatly appreciated.

Sincerely,

David Boesel
Director
Safe School Study

Phase I Letter

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RTI

September 14, 1976

We have been notified by Dr. David Boesel of the National Institute of Education (NIE) of your decision to participate in the NIE Safe School Study.

Listed below are those schools in your district scheduled for data collection this fall. The list gives the month the school is scheduled to participate and shows whether the school is scheduled for Phase I only or also for Phase II of the study.

All of the schools listed will participate in Phase I which is directed to the principals and asks them to report each incident at their schools during the designated month on an Incident Reporting Sheet. Principals will also be asked to complete a short questionnaire.

Enclosed are copies of the Safe School Study instruments, an information sheet, and other materials for your convenience. Enclosed also are the materials for
to be forwarded to the principal as soon as possible. Materials for
will be mailed in late October. Please contact the principals of these schools and notify them of their scheduled participation.

If you have any questions, please call me or Mr. Jack Shirey at our toll-free number (800) 334-8520.

Thank you for your cooperation.

Sincerely,

Celia Felder
Survey Specialist

CF/sb
Enclosures

August 16, 1976

Dear Superintendent:

The National Institute of Education's Safe School Study has completed its first four months of data collection, and plans are now being made for the final four month's activities beginning in September. According to our records, we have not received permission to contact the schools in your district regarding their participation in the study. As explained in our letter of December, 1975, this study has been mandated by Congress, and NIE is planning to submit a complete report by the fall of 1977. The participation of the schools in your district is extremely important to the study.

As you may recall, the study is being conducted in response to a Congressional mandate (P.L. 93-380, Section 825) to provide information on the extent of vandalism and violence in schools, and to recommend measures to reduce them. The study has received the endorsement of the American Association of School Administrators, the National Association of Secondary School Principals, the National Association of Elementary School Principals, and the Council of Great City Schools, among others.

The law mandating the Safe School Study gave expression to the needs of school systems having serious problems with vandalism and violence. The information generated by the study (to be reported without reference to school systems or schools) will form the basis of Congressional efforts to enact legislation of direct benefit to local districts.

Whether or not a district is troubled by problems such as these, it can help by providing the needed information. Since we are going to considerable effort to assure that the data are representative on a national scale, it is important that we hear from a representative sample of schools, including those in which the problem is minimal as well as those in which it is more serious.

The need for accurate and complete information is, of course, essential if the policies based on it are to be sound. The loss of data from school districts such as yours can seriously hamper efforts to reach valid conclusions.

Please note that those schools originally scheduled for January, 1977, have been changed to September, 1976. For your convenience we have enclosed a printout showing those schools in your district scheduled for data collection this fall. We would appreciate your contacting those principals whose schools are now scheduled for September to alert them of the change. They can expect to receive the study materials in late August. Also, please contact the principals whose schools are scheduled the other months to remind them of the study.

To indicate your approval for the selected schools in your district to participate in this study, please sign and return the enclosed postcard at your earliest convenience. Should you need more information call me toll-free at (800) 334-8520. If you have any questions or comments, please do not hesitate to contact us. We very much appreciate your help.

Sincerely,

Jack Shirey

Jack Shirey
Survey Data Coordinator

JS/sb
Enclosures

November 23, 1976

Dear Superintendent:

In order that all nine months of the school year be covered during the Safe School Study, NIE has split the sample of schools originally scheduled for the month of December. Some schools will report for the month of December as originally planned, some will report for the month of January; and some will report for only one week during January. Those schools which have been changed from December are listed below showing their new reporting period. Should you have any questions regarding this change, please call me toll free at (800) 334-8520. Please notify these schools of the change.

Thank you.

Jack Shirey

Jack Shirey
Safe School Data Coordinator

JS/sb

SCHOOL	REPORTING PERIOD

August , 1976

The Safe School Study staffs of Research Triangle Institute and the National Institute of Education would like to express their appreciation to you for your cooperation and assistance in the study. The first four months of data collection for the study have now been completed, and plans for this fall's data collection activities are now under way. The activities will resume in September.

Perhaps it would be useful to review the procedures that were followed in your state for the first four months since we will be following the same steps again this fall. After initial contact with you and your State Superintendent [or Commissioner], we sent letters, via your office, to the local district superintendents to gain their permission to conduct the study in their districts. Once this permission was granted, we then mailed the instruments for the schools to you on a monthly basis, and you then forwarded these to the schools. The schools returned the data directly to RTI.

We have enclosed a list of schools showing the month and phase[1] of their scheduled participation for the final four months, arranged by school district. Please note that there has been one change in the month scheduled: those schools originally scheduled for participation in January of 1977 are now scheduled for September of 1976. Also note that the districts are grouped according to participation status; i.e. "Approved," "Pending," or "Refused." Those labeled as "Pending" have not, to date, given us a decision regarding their district's participation in the study. It is not too late to include either the "Pending" or the "Refusals" in this fall's sample. If you could contact any of these districts and persuade them to participate in the study, it would certainly be appreciated. Please contact me should you obtain permission from any of these districts.

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[1] Phase I is for principals only. Phase II includes teachers and students as well as principals.

In an effort to attain the predicted response rate, Dr. David Boesel of NIE is contacting those districts which declined the opportunity to take part in the study in the spring. A copy of his letter is attached, and you will be notified by mail of those districts which do opt for participation this fall.

We will be contacting the LEA superintendents of approved and pending districts in early August to notify them of the change in schedules and to give them a new list of their schools which are in the sample. (Drafts of these letters are enclosed.) Then, about three weeks after that contact, we will be mailing the survey instruments and instructions to those schools scheduled for September via your office. Phase II schools will be contacted by our field staff and arrangements made to visit the schools for the purpose of administering questionnaires to teachers and students. These visits are usually scheduled sometime during the first ten days of school following the reporting month. You will be notified by mailgram from RTI regarding the dates of these scheduled visits.

The procedures outlined above reflect our plans for conducting the study this fall. If you have any questions or comments about these plans, the new schedule, or any other concerns regarding the study, please do not hesitate to get in touch with me.

Thanks again for your help.

Sincerely,

Jack Shirey
Survey Specialist

JS/sb

Enclosures

cc: Chief State School Officer (list of schools not included)
CEIS Coordinator (list of schools not included)

August 5, 1976

The Safe School Study staffs of Research Triangle Institute and the National Institute of Education would like to express their appreciation to you for your cooperation and assistance in the study. The first four months of data collection for the study have now been completed, and plans for this fall's data collection activities are now under way.

Perhaps it would be useful to review the procedures that were followed in your state for the first four months since we will be following essentially the same steps again this fall. After initial contact with you and your State Superintendent [or Commissioner], we made contact with the local district superintendents to gain their permission to conduct the study in their areas. We then mailed the study instruments to the schools and had them returned directly to us.

We have enclosed a list of schools showing the month and phase[1] of their scheduled participation for the final four months, arranged by school district. Please note that there has been one change in the month scheduled: those schools originally scheduled for participation in January of 1977 are now scheduled for September of 1976. Also note that the districts are grouped according to participation status; i.e. "Approved," "Pending," or "Refused." Those labeled as "Pending" have not, to date, given us a decision regarding their district's participation in the study. It is not too late to include either the "Pending" or the "Refusals" in this fall's sample. If you could contact any of these districts and persuade them to participate in the study, it would certainly be appreciated. Please contact me should you obtain permission from any of these districts.

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[1] Phase I is for principals only. Phase II includes teachers and students as well as principals.

In an effort to attain the predicted response rate, Dr. David Boesel of NIE is contacting those districts which declined the opportunity to take part in the study in the spring. A copy of his letter is attached, and you will be notified by letter of those districts which do opt for participation this fall.

We will be contacting the other LEA superintendents of approved and pending districts in early August to notify them of the change in schedules and to give them a new list of their schools which are in the sample. (Drafts of these letters are enclosed.) Then, about three weeks after that contact, we will be mailing the survey instruments and instructions to those schools scheduled for September. Phase II schools will be contacted by our field staff and arrangements made to visit the schools for the purpose of administering questionnaires to teachers and students. These visits are usually scheduled sometime during the first ten days of school following the reporting month. You will be notified by mailgram from RTI regarding the dates of these scheduled visits.

The procedures outlined above reflect our plans for conducting the study this fall. If you have any questions or comments about these plans, the new schedule, or any other concerns regarding the study, please do not hesitate to get in touch with me.

Thanks again for your help.

Sincerely,

Jack Shirey
Survey Specialist

JS/sb

Enclosures

cc: Chief State School Officer (list of schools not included)
CEIS Coordinator (list of schools not included)

September 22, 1976

Dear Principal:

The National Institute of Education (NIE) is conducting a study, mandated by Congress, to determine the extent of the problem schools are having with incidents such as vandalism, personal attacks, and theft, and to determine what can be done to make schools safer. The study will result in a report with recommendations to Congress. The Research Triangle Institute (RTI) of North Carolina is collecting the data in this study for NIE. RTI is a private, not-for-profit contract research organization which has extensive experience in educational research in the public schools.

The purpose of this letter is to solicit your cooperation in this study. The Committee for Evaluation of Information Systems (CEIS) of the Council of Chief State School Officers, as well as the American Association of School Administrators (AASA), National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP) have endorsed the study. Your Chief State School Officer and local school district superintendent, whom we have contacted, are also cooperating with this project.

While we are aware that in many schools and school systems, these kinds of incidents pose little or no problem, the legislation requires that the information be collected from schools of all kinds; only in this way will it be possible to produce the national estimates mandated by Congress.

Your school has been selected for participation in Phase I of the study. Phase I is directed to the principals of the schools and asks them to complete a Principal's Questionnaire and to report any incidents at their schools during the month of participation. Phase I data is to be collected through a mail survey.

We have enclosed an information sheet describing the study, a Principal's Questionnaire, a supply of Incident Reporting Sheets along with instructions for their completion, and two postage-paid envelopes for returning completed materials.

We are requesting that you perform the following tasks:

(1) Complete the Principal's Questionnaire (or have a knowledgeable staff member complete the questionnaire for your review) and return it to RTI in the postage-paid envelope, preferably no later than October 10.

(2) Complete one Incident Reporting Sheet for each incident at your school for the month of October and return them to RTI on November 1, 1976.

(3) If no incidents have occurred, please indicate this fact on the "No Incidents" form and mail it on November 1, 1976.

It should be stressed that no individuals, schools, school districts, or states will be identified in the report to Congress. All identifiers linking data to schools or school systems will be destroyed as soon as the report is completed, and at no time will any individuals be identified with the data collected.

The Research Triangle Institute believes strongly in the relevance and importance of this project. Your participation is a critical factor in the validity of the study and your cooperation is sincerely sought. It is important that you understand, however, that your participation is voluntary and that you have the right not to respond to certain or all of the questions in the questionnaire. The success of the study is largely dependent upon your participation in this project. If you have any questions or comments, please do not hesitate to call me collect at (800) 334-8520. We very much appreciate your help.

Sincerely,

Jack Shirey

Jack Shirey
Survey Data Coordinator

JS/sb

Enclosures

September 22, 1976

Dear Principal:

The National Institute of Education (NIE) is conducting a study, mandated by Congress, to determine the extent of the problem schools are having with incidents such as vandalism, personal attacks, and theft, and to determine what can be done to make schools safer. The study will result in a report with recommendations to Congress. The Research Triangle Institute (RTI) of North Carolina is collecting the data in this study for NIE. RTI is a private, not-for-profit contract research organization which has extensive experience in educational research in the public schools.

The purpose of this letter is to solicit your cooperation in this study. The Committee for Evaluation of Information Systems (CEIS) of the Council of Chief State School Officers, as well as the American Association of School Administrators (AASA), National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP) have endorsed the study. Your Chief State School Officer and local school district superintendent, whom we have contacted, are also cooperating with this project.

While we are aware that in many schools and school systems, these kinds of incidents pose little or no problem, the legislation requires the information be collected from schools of all kinds; only in this way will it be possible to produce the national estimates mandated by Congress.

The study involves two phases of data collection. Phase I of the study is directed to the principals of the schools and asks them to complete a Principal's Questionnaire and to report any incidents at their schools during the month of participation. Phase I data is to be collected through a mail survey. Phase II of the study is directed toward the teachers and a randomly selected sample of students in a subsample of the schools participating in Phase I. Phase II data collection is to be conducted by an RTI field staff member.

Your school has been selected for participation in both Phase I and Phase II of the study. We are enclosing an information sheet describing the study, a Principal's Questionnaire, a supply of Incident Reporting Sheets with instructions for their completion, a set of instructions for Phase II activities, and two postage-paid envelopes for returning completed materials.

We are requesting that you perform the following tasks:

(1) Mail to RTI by October 10, 1976 a list of any students enrolled at your school in grades 7, 8, 9, 10, 11, or 12. This list will be returned to you following selection of the students for participation (see enclosed instructions).

(2) Complete the Principal's Questionnaire (or have a knowledgeable staff member complete the questionnaire for your review) and return it in the enclosed, postage-paid envelope.

(3) Complete one Incident Reporting Sheet for each incident at your school during the month of October 1976.

(4) Mail the completed Principal's Questionnaire to RTI by October 10, 1976. Incident Reporting Sheets completed during the month of October should be retained at the school for collection by the RTI field representative during the visit to your school.

(5) Work with the RTI field representative to arrange the collection of data from students and teachers during the week of November 1-5, 1976. This individual will telephone to finalize these arrangements approximately five days prior to this week.

It should be stressed that no individuals, schools, school districts, or states will be identified in the report to Congress. All identifiers linking data to schools or school systems will be destroyed as soon as the report is completed, and at no time will any individuals be identified with the data collected.

The Research Triangle Institute believes strongly in the relevance and importance of this project. Your participation is a critical factor in the validity of the study and your cooperation is sincerely sought. It is important that you understand, however, that your participation is voluntary and that you have the right not to respond to certain or all of the questions in the questionnaire. We have taken every step possible to insure that the data collection be coordinated as smoothly as possible with the normal school routine. The success of the study is largely dependent upon your participation in this project. If you have any questions or comments, please do not hesitate to call Ms. Celia Felder or me toll-free at (800) 334-8520. We very much appreciate your help.

Sincerely,

Jack Shirey

Jack Shirey
Survey Data Coordinator

JS/sb
Enclosures

October 21, 1976

Dear Principal:

We sincerely appreciate your participation in the Safe School Study. From the list of students which you submitted to Research Triangle Institute (RTI), a random sample of students was selected to participate in the administration of the Student Questionnaire. This List of Selected Students is enclosed. The sample has been divided into two administration groups (Administration Group I and Administration Group II), each of which is identified on the enclosed List of Selected Students. The small subsample designated for the follow-up interview is included in Group I and identified with an asterisk after each follow-up student's name.

RTI field representatives are in the process of contacting schools to discuss the procedures for accomplishing the following activities:

(1) Collecting your completed Incident Reporting Sheets

(2) Distributing and collecting Teacher Questionnaires

(3) Conducting two group Student Questionnaire administrations

(4) Interviewing those students identified for follow-up.

For your information, a summary of data collection activities is enclosed. If you have not been contacted by a Field Interviewer or if you have questions or problems, please call me toll free at (800) 334-8520.

The roster of students you sent to us will be returned to you within a few weeks.

Thank you again for your cooperation in this important research.

Sincerely,

Celia Felder

Celia Felder
Survey Specialist

CF/de

Enclosures

SAFE SCHOOL STUDY

Phase II Data Collection Activities

1. Student Participation

   (a) Scheduling of the Group sessions and arrangements for the room(s) in which to conduct them.

   (b) Identification of the students who will be personally interviewed and arrangements for a room in which the private interviews can be conducted.

2. Teacher Participation

   (a) Distribution of Teacher Questionnaires to the full-time classroom teachers (excluding short-term substitutes, counselors, assistant principals, librarians, etc.).

   (b) Use of a list of classroom teachers to account for receipt of questionnaires.

   (c) Arrangements for the location of a "Ballot Box" for collecting Teacher Questionnaires (the list mentioned above will be placed with the box and teachers will be requested to cross their names off the list when depositing the completed questionnaire).

   (d) Notification of teachers as to the procedure for distributing the questionnaires, the location of the "Ballot Box," and the need for timely completion of the form.

NATIONAL INSTITUTE OF EDUCATION

The Safe School Study

A Congressionally mandated study to determine the incidence and effective means of preventing crime in schools is being conducted by Research Triangle Institute (RTI) for the National Institute of Education (NIE). The legislation calls for information on urban, suburban, and rural schools, and it is anticipated that a total of approximately 4800 schools will participate in the study.

Phase I of the study will be conducted from February 1976 through January 1977, with approximately 600 schools participating each month during eight months of data collection effort. Phase I is directed to the principals of the schools and asks them to report each incident at their schools during a given month on Incident Reporting Sheets. In addition, each principal will be asked to complete a Principal's Questionnaire. The Incident Reporting Sheets and Principal's Questionnaire are to be collected by mail with extensive follow-up by mail and/or telephone to those schools not responding to the initial mailouts.

Phase II will also be conducted during the period February 1976 - January 1977 and involves a pre-identified subsample of approximately 60 of the 600 schools each month selected for Phase I. Thus, a total of approximately 480 schools are to participate in Phase II. In addition to the Incident Reporting Sheets and a Principal's Questionnaire, the schools selected for Phase II will be asked to have their teachers and a small sample of their students complete a Safe School Study Questionnaire. A very small sample of these students will also be interviewed for validation purposes. It is anticipated, based on Pilot Study experience, that the time required to complete the Teacher Questionnaire will be approximately one-half hour and the Student Questionnaire will take no longer than one normal class period. The data collection for Phase II is to be conducted by an RTI staff member who will contact the school principal and arrange for data collection at the school.

Phase III is a follow-up study to be conducted in the spring of 1977 at twenty-four specially selected schools which have not yet been determined. These sites will be selected and plans made for their participation in the fall of 1976.

Two types of results will be provided by the study, descriptive and explanatory. The descriptive information will be used to show the incidence rates for various types of incidents together with three levels of schooling (elementary, junior high, and senior high) and four locational types of communities (rural, small town, suburban, and urban). There will be similar breakdowns of incident rates by location within the school, by time of day, by day, and by month. There will also be breakdowns of characteristics of the school, with emphasis on kinds of prevention measures adopted. The explanatory information will report the means by which crimes may more effectively be prevented in schools.

INSTRUCTIONS

Incident Reporting Sheet

This form was set up to make the recording of essential information as simple as possible. No names of any participants are asked. Please read these instructions carefully before you begin to record incidents.

I. What is the reporting period?

Please report all incidents, as defined below, which occurred during the calendar month of FEBRUARY. Try to be as complete as possible for this period. Take a few minutes every day to think about any recent incidents, and record them while they are fresh in your memory.

II. What is an incident?

1. An incident is defined as one or more offenses committed in a place at one time. If a student is hit over the head while having his wallet taken from him, that would count as two offenses but one incident, which would be recorded on a single Incident Reporting Sheet. Use one sheet for each incident.

2. An incident may involve any number of people. It will always involve an offender; it will not always involve a victim - as in possession of drugs, for example. There may be cases where offenders are also victims, as would be true of two people in a knife fight where there was no clear attacker, and both were injured.

III. Which incidents should be recorded?

1. Please record all incidents involving your school, staff, or students at school, at school functions off school grounds, or on the way to or from school.

2. Do not include minor scuffles and altercations among students.

IV. Who should record the incidents?

The school principal is normally the person who will fill out these sheets because principals are usually best informed about incidents on school grounds. If it is necessary to delegate the reporting, please be sure that the recorder is a staff person who is well informed about school-related incidents.

V. How is the form completed?

1. In Column I, describe the TYPE OF OFFENSE by circling all numbers that apply within the appropriate block.

2. In Column II, provide DETAILS OF THE OFFENSE by circling numbers and by writing figures in the spaces provided.

3. In Column III, provide FURTHER INFORMATION on the Incident by circling numbers, writing in figures, and providing a brief description. (To answer questions about number of victims and offenders, first move down the "Number of Victims" column, then down the "Number of Offenders" column.)

4. Here are two examples. The information on each has been recorded onto an Incident Reporting Sheet to illustrate how information on real incidents would be handled.

   Incident One

   A girl student reported on February 3, 1976 that her sweater worth about $10 had disappeared during the morning from her hall locker. The next day she saw another girl wearing it. The sweater was recovered, the other girl's parents called in, and she was warned that any further misbehavior would lead to serious action against her. This student was of the same race as the victim.

   Incident Two

   After school on February 9, 1976 a boy student was attacked by two other boys in the hallway. He was kicked and beaten and about $3 was taken from him. He required the treatment of a doctor. All involved were of the same race. The attackers were suspended students from another school. They were caught leaving the school. The police, parents of the victim and attackers, and school central office were notified.

VI. How long will it take?

At first glance this form may seem lengthy and difficult to complete. Please be reassured that this is not the case. In an extensive Pilot Study, all participating principals stated that the form took less than 4 minutes per incident to complete.

INCIDENT ONE EXAMPLE

OMB No. 051-R-1183
Approval Expires July 31, 1977

National Institute of Education
SAFE SCHOOLS STUDY

INCIDENT REPORTING SHEET

INSTRUCTIONS: Use one sheet for each incident, even if several victims or offenders were involved. (An "Incident" is defined as one or more offenses committed in a place at one time.) Circle the number (or numbers) that indicate your response, or write in the numbers as required. Some parts may require more than one circle. Please fill in all three columns.

COLUMN I
TYPE OF OFFENSE

COLUMN II
DETAILS OF OFFENSE

COLUMN III
FURTHER INFORMATION ABOUT THIS INCIDENT

OFFENSES AGAINST PROPERTY
(No contact between victim and offender)

• 1. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Trespass on school property
1	2	Break into school building(s)
1	[✓ 2]	Steal thing(s) without force/threat against persons
1	2	Set off bomb(s)
1	2	Set fire(s)
1	2	Destroy/damage property willfully (not by bomb or fire)
1	2	Set off false fire alarm(s)
1	2	Commit other offense(s) against property
1	2	Threaten any of the above

DETAILS OF OFFENSES AGAINST PROPERTY

• 2. Property belonged to: (Circle appropriate number or numbers.)

1 the school
[✓ 2] individual(s)

• 3. Circle the number for what was stolen, damaged, or destroyed, and indicate replacement/repair cost.

		Cost
1	Automobile	$
2	Bicycle	$
3	Money	$
[✓ 4]	Clothing	$ 10.00
5	Books	$
6	Other school supplies	$
7	School equipment	$
8	Windows	$
9	Walls	$
10	Other school property	$
11	Other personal property	$

OFFENSES AGAINST PERSONS
(Contact between victim and offender)

• 4. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Take something directly from someone by force, weapons, or threat
1	2	Attack someone physically
1	2	Get into a physical fight between individuals (mutual involvement)
1	2	Participate in group conflict (as in a gang fight or after-game fight)
1	2	Rape someone
1	2	Kill someone (Give details on back of page.)
1	2	Commit other offense(s) against persons
1	2	Threaten any of the above

DETAILS OF OFFENSES AGAINST PERSONS

• 5. How was harm inflicted or attempted? (Circle all that apply.)

1 Bodily force
2 Blunt instrument
3 Sharp instrument
4 Gun
5 Other (specify) ____________
6 Don't know

• 6. How many people were: (Write in number; if none, enter "0".)

1 Injured, but not treated by doctor ______
2 Treated by doctor and released ______
3 Hospitalized, at least overnight ______
4 Died ______

• 7. If something was taken directly from someone by force, indicate replacement/repair cost. $ ______

OTHER OFFENSES
(Not against persons or property)

• 8. What did the offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Sell drugs
1	2	Use or possess drugs
1	2	Use or possess alcohol
1	2	Possess weapon(s)
1	2	Disrupt school activities
1	2	Commit any other offenses not listed above

INCIDENT DESCRIPTION (Question 19)

a student's sweater was stolen from her locker. The next day she saw another girl wearing the sweater. The girl and her parents were called to my office and warned that serious action would be taken if there was any further misbehavior

• 9. Today's date is: 2 / 4 / 76
Month Day Year

• 10. Date of incident: 2 / 3 / 76
Month Day Year

• 11. Time of incident: (Circle one number.)

[✓ 1] During school day
2 Before or after school day
3 Weekend
4 Vacation

• 12. Location of incident: (Circle one number.)

1 Hallway or stairs
2 Classroom
3 Restroom
4 Cafeteria
[✓ 5] Gym or locker room
6 Parking lot
7 Athletic field or playground
8 On school bus
9 Other place (specify) ____________

• 13. Indicate if the incident occurred at: (Circle one number if applicable.)

1 Inter-school athletics here
2 Inter-school athletics elsewhere
3 School social event here
4 School social event elsewhere

• 14. How many victims and offenders were: (Write in number, a "0", or, if you don't know, a "DK".)

	No. of victims	No. of offenders
Male?	0	0
Female?	1	1

• 15. How many were:

Current students here?	1	1
Other school-age youth?	0	0

• 16. How many were:

Teachers?	0	0
Other school personnel?	0	0

• 17. Were all victims and offenders of the same race? (Circle one number.)

[✓ 1] Yes
2 No
3 Don't know
4 Not applicable

• 18. School reported incident to: (Circle all that apply.)

1 Parents of victim
[✓ 2] Parents of offender
3 School district office
4 School security staff
5 Police or other law enforcement agency
6 Other (specify) ____________
7 Did not report incident

INCIDENT DESCRIPTION

• 19. Please describe the incident on the lines provided to the left. Use the back of sheet, if necessary.

INCIDENT TWO EXAMPLE

OMB No. 051-R-1183
Approval Expires July 31, 1977

National Institute of Education
SAFE SCHOOLS STUDY

INCIDENT REPORTING SHEET

INSTRUCTIONS: Use one sheet for each incident, even if several victims or offenders were involved. (An "incident" is defined as one or more offenses committed in a place at one time.) Circle the number (or numbers) that indicates your response, or write in the numbers as required. Some parts may require more than one circle. Please fill in all three columns.

COLUMN I TYPE OF OFFENSE

OFFENSES AGAINST PROPERTY
(No contact between victim and offender)

• 1. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Trespass on school property
1	2	Break into school building(s)
1	2	Steal thing(s) without force/threat against persons
1	2	Set off bomb(s)
1	2	Set fire(s)
1	2	Destroy/damage property willfully (not by bomb or fire)
1	2	Set off false fire alarm(s)
1	2	Commit other offense(s) against property
1	2	Threaten any of the above

OFFENSES AGAINST PERSONS
(Contact between victim and offender)

• 4. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	[✓ 2]	Take something directly from someone by force, weapons, or threat
1	[✓ 2]	Attack someone physically
1	2	Get into a physical fight between individuals (mutual involvement)
1	2	Participate in group conflict (as in a gang fight or after-game fight)
1	2	Rape someone
1	2	Kill someone (Give details on back of page.)
1	2	Commit other offense(s) against persons
1	2	Threaten any of the above

OTHER OFFENSES
(Not against persons or property)

• 8. What did the offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Sell drugs
1	2	Use or possess drugs
1	2	Use or possess alcohol
1	2	Possess weapon(s)
1	2	Disrupt school activities
1	2	Commit any other offenses not listed above

COLUMN II DETAILS OF OFFENSE

DETAILS OF OFFENSES AGAINST PROPERTY

• 2. Property belonged to: (Circle appropriate number or numbers.)

1 the school
2 individual(s)

• 3. Circle the number for what was stolen, damaged, or destroyed, and indicate replacement/repair cost.

		Cost
1	Automobile	$
2	Bicycle	$
3	Money	$
4	Clothing	$
5	Books	$
6	Other school supplies	$
7	School equipment	$
8	Windows	$
9	Walls	$
10	Other school property	$
11	Other personal property	$

DETAILS OF OFFENSES AGAINST PERSONS

• 5. How was harm inflicted or attempted? (Circle all that apply.)

[✓ 1 Bodily force]
2 Blunt instrument
3 Sharp instrument
4 Gun
5 Other (specify) ____
6 Don't know

• 6. How many people were: (Write in number; if none, enter "0".)

1	Injured, but not treated by doctor	0
2	Treated by doctor and released	1
3	Hospitalized, at least overnight	0
4	Died	0

• 7. If something was taken directly from someone by force, indicate replacement/repair cost. $ 300

INCIDENT DESCRIPTION (Question 19)

In the hallways after school a male student was attacked and robbed by 2 males on suspension from another school. The boys were caught leaving the building. The police, the school district office, and the parents were notified

COLUMN III FURTHER INFORMATION ABOUT THIS INCIDENT

• 9. Today's date is: 2 / 10 / 76 (Month Day Year)

• 10. Date of incident: 2 / 9 / 76 (Month Day Year)

• 11. Time of incident: (Circle one number.)

1 During school day
[✓ 2 Before or after school day]
3 Weekend
4 Vacation

• 12. Location of incident: (Circle one number.)

[✓ 1 Hallway or stairs]
2 Classroom
3 Restroom
4 Cafeteria
5 Gym or locker room
6 Parking lot
7 Athletic field or playground
8 On school bus
9 Other place (specify) ____

• 13. Indicate if the incident occurred at: (Circle one number if applicable.)

1 Inter-school athletics here
2 Inter-school athletics elsewhere
3 School social event here
4 School social event elsewhere

• 14. How many victims and offenders were: (Write in number, a "0", or, if you don't know, a "DK".)

	No. of victims	No. of offenders
Male?	1	2
Female?	0	0

• 15. How many were:

Current students here?	1	0
Other school-age youth?	0	2

• 16. How many were:

Teachers?	0	0
Other school personnel?	0	0

• 17. Were all victims and offenders of the same race? (Circle one number.)

[✓ 1 Yes]
2 No
3 Don't know
4 Not applicable

• 18. School reported incident to: (Circle all that apply.)

[✓ 1 Parents of victim]
[✓ 2 Parents of offender]
[✓ 3 School district office]
4 School security staff
[✓ 5 Police or other law enforcement agency]
6 Other (specify) ____
7 Did not report incident

INCIDENT DESCRIPTION

• 19. Please describe the incident on the lines provided to the left. Use the back of sheet, if necessary.

Thank you for your participation in the Safe School Study being conducted by the National Institute of Education (NIE). As you recall, the purpose of the study is to determine the extent of the problem schools are having with incidents such as vandalism, personal attacks, and theft, and to determine what can be done to make schools safer. The study is now nearing completion.

A Principal's Questionnaire from your school was not received in our office. In case your questionnaire was misplaced or lost in the mail, enclosed is another one for you to complete and return to RTI as soon as possible. Your reporting month is printed inside the front cover. Because of the relatively small number of schools in the Phase II portion of the study, it is essential that we receive the information requested in the questionnaire. Your cooperation would be greatly appreciated. No names of any persons or schools will be revealed in any reports.

Thank you for your assistance in this important, Congressionally mandated study.

Sincerely,

Celia Felder

Celia Felder
Survey Specialist

CF/sb

Recently, we telephoned you regarding your participation in the Safe School Study.

If you have already mailed your questionnaire and Incident Reporting Sheets, thank you. We appreciate your help.

If you haven't mailed the questionnaire and Incident Reporting Sheets, please do so today. Your participation in this study is vital to its success. If you have any questions, call me toll free (800) 334-8571.

Thanks for your help.

Jack Shirey

Research Triangle Institute

PART 9 - MACHINE EDIT CONSISTENCY CHECKS

PART 9. MACHINE EDIT CONSISTENCY CHECKS

Included in this part are the machine edit consistency checks for the study instruments. Each exhibit has its own introduction. The exhibits are as follows:

Exhibit 1 - Consistency Checks for the Principal Reporting Sheets . . . . pp. D-199-D-203

Exhibit 2 - Consistency Checks for the Principal Questionnaire - Phase I . . . . pp. D-204-D-206

Exhibit 3 - Consistency Checks for the Principal Questionnaire - Phase II . . . . pp. D-207-D-222

Exhibit 4 - Consistency Checks for the Student Questionnaire . . . . pp. D-223-D-225

Exhibit 5 - Consistency Checks for the Student Interview Questionnaire - Detail I . . . . pp. D-226-D-229

Exhibit 6 - Consistency Checks for the Student Interview Questionnaire - Detail II . . . . pp. D-230-D-231

Exhibit 7 - Consistency Checks for the Student Interview Questionnaire - Detail III . . . . p. D-232

Exhibit 8 - Consistency Checks for the Teacher Questionnaire . . . . pp. D-233-D-238

EXHIBIT I

CONSISTENCY CHECKS FOR THE PRINCIPAL REPORTING SHEETS

The following table defines the consistency edit rules developed for the Principal Reporting Sheet (PRS) by the Safe School Study staff. The purpose of these edit rules is to provide the users of the Safe School Study data an indication of the overall quality of certain items on the study instrument. The index used to indicate data quality is the percent data records that "failed" the consistency edit rule. The total number of records on the PRS data file is 15,894. NOTE: Variable names listed below are prefaced with IRS rather than PRS.

A data record was created in an edit file for each record in the PRS data file. The edit record consists of a six character ID matching characters 9-14 of the data file followed by a data field for each edit. The data field for the edit is set to "1" if the consistency edit rule fails and is "0" otherwise. Those consistency edits labeled with an asterisk (*) in the table were different in that the edit rule was not implemented if any of the data fields involved in that edit contains a missing or bad data code (i.e., 94-99 for two digit fields, 994-999 for three digit fields, etc.).

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
1*	IRSQ6-1 IRSQ6-2 IRSQ6-3 IRSQ6-4 IRSQ14MV IRSQ14MO IRSQ14FV IRSQ14FO	The number of people injured and not treated by a doctor, treated by a doctor and released, hospitalized at least overnight, or dead is not greater than the total number of males and females involved as victims or offenders (IRSQ6-1 + IRSQ6-2 + IRSQ6-3 + IRSQ6-4 ≤ IRSQ14MV + IRSQ14MO + IRSQ14FV + IRSQ14FO)	2	0.01
2*	IRSQ14MV IRSQ14FV IRSQ15CV IRSQ15OV IRSQ16TV IRSQ16PV	The number of male and female victims is not less than the number of victims who were current students, other school-age youth, teachers, or other school personnel (IRSQ14MV + IRSQ14FV ≤ IRSQ15CV + IRSQ15OV + IRSQ16TV + IRSQ16PV)	78	0.49

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
3*	IRSQ14MO IRSQ14FO IRSQ15CO IRSQ1500 IRSQ16TO IRSQ16PO	The number of male and female offenders is not less than the number of offenders who were current students, other school-age youth, teachers, or other school personnel (IRSQ14MO + IRSQ14FO ≥ IRSQ15CO + IRSQ1500 + IRSQ16TO + IRSQ16PO)	55	0.35
4*	IRSQ14MV IRSQ14FV IRSQ14MO IRSQ14FO	If the total number of male and female victims is zero or larger, then there are male or female offenders (If IRSQ14MV + IRSQ14FV≥0, then IRSQ14MO + IRSQ14FO>0)	48	0.30
5*	IRSQ15CV IRSQ15CO IRSQ150V IRSQ1500 IRSQ16TV IRSQ16TO IRSQ16PV IRSQ16PO	If the total number of victims who are current students, other school-age youth, teachers, or other school personnel is zero or larger, then there are offenders who are current students, other school-age youth, teachers, or other school personnel (If IRSQ15CV + IRSQ150V + IRSQ16TV + IRSQ16PV≥0, then IRSQ15CO + IRSQ1500 + IRSQ16TO + IRSQ16PO>0)	242	1.52
6*	IRSQ14MV IRSQ14FV IRSQ15CV IRSQ150V	The number of victims who are current students plus other victimized school-age youth is not greater than the number of male and female victims (IRSQ15CV + IRSQ150V ≤ IRSQ14MV + IRSQ14FV)	37	0.23
7*	IRSQ14MV IRSQ14FV IRSQ16TV IRSQ16PV	The number of victims who are teachers plus other victimized school personnel is not greater than the number of male and female victims (IRSQ16TV + IRSQ16PV ≤ IRSQ14MV + IRSQ14FV)	21	0.13
8*	IRSQ14MO IRSQ14FO IRSQ15CO IRSQ1500	The number of offenders who are current students plus other school-age offenders is not greater than the number of male and female offenders (IRSQ15CO + IRSQ1500 ≤ IRSQ14MO + IRSQ14FO)	53	0.33
9*	IRSQ14MO IRSQ14FO IRSQ16TO IRSQ1600	The number of offenders who are teachers and other school personnel is not greater than the number of male and female offenders (IRSQ16TO + IRSQ1600 ≤ IRSQ14MO + IRSQ14FO)	1	0.01

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
10	IRSQ1-3 IRSQ1-6 IRSQ3-1 IRSQ3-2 IRSQ3-3 IRSQ3-4 IRSQ3-5 IRSQ3-6 IRSQ3-7 IRSQ3-8 IRSQ3-9 IRSQ3-10 IRSQ3-11	If things are stolen, destroyed, or damaged, then there must be a replacement cost (If 2≤IRSQ1-3≤3 or 2≤IRSQ1-6≤3, then IRSQ3-1 + IRSQ3-2 + IRSQ3-3 + IRSQ3-4 + IRSQ3-5 + IRSQ3-6 + IRSQ3-7 + IRSQ3-8 + IRSQ3-9 + IRSQ3-10 + IRSQ3-11>0); no edit was done if all field's contained error codes (94-99) and at least one field contained a number between 94 and 97	69	0.43
11	IRSQ1-1 IRSQ1-2 IRSQ1-3 IRSQ1-4 IRSQ1-5 IRSQ1-6 IRSQ1-7 IRSQ1-8 IRSQ1-9 IRSQ3-1 IRSQ3-2 IRSQ3-3 IRSQ3-4 IRSQ3-5 IRSQ3-6 IRSQ3-7 IRSQ3-8 IRSQ3-9 IRSQ3-10 IRSQ3-11	If there is a replacement cost for stolen, damaged or destroyed property, then there was an offense against property (If IRSQ3-1 + IRSQ3-2 + IRSQ3-3 + IRSQ3-4 + IRSQ3-5 + IRSQ3-6 + IRSQ3-7 + IRSQ3-8 + IRSQ3-9 + IRSQ3-10 + IRSQ3-11>0, then 2≤IRSQ1-1≤3 or 2≤IRSQ1-2≤3 or 2≤IRSQ1-3≤3 or 2≤IRSQ1-4≤3 or 2≤IRSQ1-5≤3 or 2≤IRSQ1-6≤3 or 2≤IRSQ1-7≤3 or 2≤IRSQ1-8≤3 or 2≤IRSQ1-9≤3); no edit was done if all the fields contained error codes (94-99) and at least one of the fields contained a number between 94 and 97	207	1.30
12	IRSQ1-1 IRSQ2	If the offense was trespassing on school property, then the property belonged to the school (If 1≤IRSQ1-1≤4, then IRSQ2=1)	23	0.14
13	IRSQ1-2 IRSQ2	If the offense was breaking into school building(s), then the property belonged to the school (If 1≤IRSQ1-2≤4, then IRSQ2=1)	27	0.17
14	IRSQ1-7 IRSQ2	If the offense was setting off false fire alarm(s), then the property belonged to the school (If 1≤IRSQ1-7≤4, then IRSQ2=1)	38	0.24

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
15	IRSQ4-1 IRSQ4-2 IRSQ4-3 IRSQ5-1 IRSQ5-2 IRSQ5-3 IRSQ5-4 IRSQ5-5 IRSQ5-6	If the offense was taking something directly from someone by force, weapons, or threat, or attacking someone physically or getting into a physical fight between individuals, then the method(s) of attempting or inflicting harm was given (If 2≤IRSQ4-1≤3 or 2≤IRSQ4-2≤3 or 2≤IRSQ4-3≤3, then IRSQ5-1=1 or IRSQ5-2=1 or IRSQ5-3=1 or IRSQ5-4=1 or 1≤IRSQ5-5≤10 or IRSQ5-6=1)	323	2.03
16	IRSQ4-1 IRSQ4-2 IRSQ4-3 IRSQ4-4 IRSQ4-5 IRSQ4-6 IRSQ4-7 IRSQ4-8 IRSQ5-1 IRSQ5-2 IRSQ5-3 IRSQ5-4 IRSQ5-5 IRSQ5-6	If a method by which harm was inflicted or attempted is given, then an offense against a person was attempted or committed (If IRSQ5-1=1 or IRSQ5-2=1 or IRSQ5-3=1 or IRSQ5-4=1 or 1≤IRSQ5-5≤10 or IRSQ5-6=1, then 1≤IRSQ4-1≤3 or 1≤IRSQ4-2≤3 or 1≤IRSQ4-3≤3 or 1≤IRSQ4-4≤3 or 1≤IRSQ4-5≤3 or 1≤IRSQ4-6≤3 or 1≤IRSQ4-7≤3 or 1≤IRSQ4-8≤3)	195	1.23
17	IRSQ4-1 IRSQ4-2 IRSQ4-3 IRSQ4-4 IRSQ4-5 IRSQ4-6 IRSQ4-7 IRSQ4-8 IRSQ5-1 IRSQ5-2 IRSQ5-3 IRSQ5-4 IRSQ5-5 IRSQ5-6	If an offense against person(s) was just threatened, then no method of inflicting or attempting harm was given (If IRSQ4-1=4 or IRSQ4-2=4 or IRSQ4-3=4 or IRSQ4-4=4 or IRSQ4-5=4 or IRSQ4-6=4 or IRSQ4-7=4 or 1≤IRSQ4-8≤3, then IRSQ5-1=98 and IRSQ5-2=98 and IRSQ5-3=98 and IRSQ5-4=98 and IRSQ5-5=98 and IRSQ5-6=98)	7	0.04
18	IRSQ4-1 IRSQ7	If the offender actually took something from someone directly by force, weapons, or threats, then a replacement or repair cost for the stolen object(s) is given (If 2≤IRSQ4-1≤3, then 0≤IRSQ7≤9993)	100	0.63

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
19	IRSQ9M IRSQ9D IRSQ9Y IRSQ10M IRSQ10D IRSQ10Y	The date the form was completed is not before the date of the incident ([365 x IRSQ9Y] + (30 x [IRSQ9M-1]) + IRSQ9D ≥ (365 x IRSQ10Y) + (30 x [IRSQ10M-1]) + IRSQ10D)	105	0.66

EXHIBIT 2

CONSISTENCY CHECKS FOR THE PRINCIPAL QUESTIONNAIRE
PHASE I

The following table defines the consistency edit rules developed for the Principal Questionnaire - Phase I (PP1) by the Safe School Study staff. The purpose of these edit rules is to provide the users of the Safe School Study data an indication of the overall quality of certain items on the study instrument. The index used to indicate data quality is the percent data records that "failed" the consistency edit rule. The total number of records on the PP1 data file is 3,910.

A data record was created in an edit file for each record in the PP1 data file. The edit record consists of a six character ID matching characters 9-14 of the data file followed by a data field for each edit. The data field for the edit is set to "1" if the consistency edit rule fails and is "0" otherwise. Those consistency edits labeled with an asterisk (*) in the table were different in that the edit rule was not implemented if any of the data fields involved in that edit contains a missing or bad data code (i.e., 94-99 for two digit fields, 994-999 for three digit fields, etc.).

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
1	PP1Q3-K PP1Q3-1 PP1Q3-2 PP1Q3-3 PP1Q3-4 PP1Q3-5 PP1Q3-6 PP1Q3-7 PP1Q3-8 PP1Q3-9 PP1Q3TN PP1Q3EL PP1Q3TW	At least one grade is taught at the school (PP1Q3-K=1 or PP1Q3-1=1 or PP1Q3-2=1 or PP1Q3-3=1 or PP1Q3-4=1 or PP1Q3-5=1 or PP1Q3-6=1 or PP1Q3-7=1 or PP1Q3-8=1 or PP1Q3-9=1 or PP1Q3TN=1 or PP1Q3EL=1 or PP1Q3TW=1)	0	0.0

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
2*	PP1Q4 PP1Q6	The number of full-time classroom teachers is no more than 10% of the current student enrollment (PP1Q4≤0.1 x PP1Q6)	12	0.31
3*	PP1Q4 PP1Q5	The number of other full-time staff members at the school excluding teachers is no more than the number of full-time classroom teachers at the school (PP1Q5≤PP1Q4)	281	7.19
4*	PP1Q6 PP1Q7	The number of currently enrolled students in the school is not less than the school's average daily attendance (PP1Q6≥PP1Q7)	0	0.0
5*	PP1Q6 PP1Q7	Half the number of the school's currently enrolled students is not more than the school's average daily attendance (0.5 x PP1Q6≤PP1Q7)	0	0.0
6*	PP1Q6 PP1Q16A	The number of students suspended the previous month of school is not more than 20% of the current student enrollment of the school (PP1Q16A≤0.2 x PP1Q6)	2	0.05
7*	PP1Q6 PP1Q16B	The number of students expelled from the school during the previous month of school is not more than 20% of the current student enrollment of the school (PP1Q16B≤0.2 x PP1Q6)	0	0.0
8*	PP1Q6 PP1Q16C	The number of students assigned to special day-long class in the school for disruptive students during the previous month of school is not more than 20% of the current student enrollment of the school (PP1Q16C≤0.2 x PP1Q6)	0	0.0
9*	PP1Q6 PP1Q16D	The number of students from the school transferred to a special school for disruptive students during the previous month of school is not more than 20% of the current student enrollment of the school (PP1Q16D≤0.2 x PP1Q6)	0	0.0

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
10*	PP1Q6 PP1Q16E	The number of students at the school arrested by the police for incidents occurring at school during the previous month of school is not more than 20% of the current student enrollment of the school ($PP1Q16E \leq 0.2 \times PP1Q6$)	0	0.0
11*	PP1Q6 PP1Q17	The number of times the principal and/or assistant principal(s) met individually with parents to discuss their children's behavior is not more than 50% of the current student enrollment ($PP1Q17 \leq 0.5 \times PP1Q6$)	6	0.15

EXHIBIT 3

CONSISTENCY CHECKS FOR THE PRINCIPAL QUESTIONNAIRE
Phase II

The following table defines the consistency edit rules developed for the Principal Questionnaire - Phase II (PP2) by the Safe School Study staff. The purpose of these edit rules is to provide the users of the Safe School Study data an indication of the overall quality of certain items on the study instrument. The index used to indicate data quality is the percent data records that "failed" the consistency edit rule. The total number of records on the PP2 data file is 623.

A data record was created in an edit file for each record in the PP2 data file. The edit record consists of a six character ID matching characters 9-14 of the data file followed by a data field for each edit. The data field for the edit is set to "1" if the consistency edit rule fails and is "0" otherwise. Those consistency edits labeled with an asterisk (*) in the table were different in that the edit rule was not implemented if any of the data fields involved in that edit contains a missing or bad data code (i.e., 94-99 for two digit fields, 994-999 for three digit fields, etc.). Edits labeled with the number symbol (#) are not implemented if the data for any part of questions 20 or 21 involved in that edit is a missing or bad data code other than blank or legitimate blank (i.e., 94-97 for two digit fields, 994-997 for three digit fields, etc.). All edits involving any portion of question 21 consider blanks (i.e., 98 for two digit fields, 998 for three digit fields, etc.), as zeros and are labeled in the table with a plus (+).

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
1*	PP2Q6 PP2Q7	The number of open-space classrooms in use in the school is not more than the total number of classrooms in use in the school (PP2Q6≤PP2Q7)	1	0.16

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
2*	PP2Q7 PP2Q45	The total number of classrooms in use in the school is not more than the number of full-time classroom teachers at the school (PP2Q7≤PP2Q45)	157	25.20
3*	PP2Q7 PP2Q12C	The number of television sets at the school is not more than the number of classrooms in use in the school (PP2Q12C≤PP2Q7)	5	0.80
4*	PP2Q7 PP2Q12D	The number of tape recorders at the school is not more than the number of classrooms in use in the school (PP2Q12D≤PP2Q7)	27	4.33
5*	PP2Q13A PP2Q13B	The time most students are dismissed from school is not earlier than the time the school day begins (PP2Q13B≤PP2Q13A)	0	0.
6*	PP2Q16A PP2Q16B	The number of part days of school this month is not more than the number of full days of school this month (PP2Q16B≤PP2Q16A)	0	0.
7	PP2Q18A PP2Q19A PP2Q19B PP2Q19C PP2Q19D PP2Q19E	If deadbolt locks or other specially designed security locks on outside doors are undependable, then the school has deadbolt locks or other specially designed security locks on outside doors (If PP2Q19A=1 or PP2Q19B=1 or PP2Q19C=1 or PP2Q19D=1 or PP2Q19E=1, then 2≤PP2Q18A≤3)	3	0.48
8	PP2Q18B PP2Q19A PP2Q19B PP2Q19C PP2Q19D PP2Q19E	If intrusion alarms on outside doors are undependable, then the school has intrusion alarms on outside doors (If PP2Q19A=2 or PP2Q19B=2 or PP2Q19C=2 or PP2Q19D=2 or PP2Q19E=2, then 2≤PP2Q18B≤3)	2	0.32
9	PP2Q18C PP2Q19A PP2Q19B PP2Q19C PP2Q19D PP2Q19E	If security screens on ground-level windows are undependable, then the school has security screen on ground-level windows (If PP2Q19A=3 or PP2Q19B=3 or PP2Q19C=3 or PP2Q19D=3 or PP2Q19E=3, then 2≤PP2Q18C≤3)	1	0.16

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
10	PP2Q18D PP2Q19A PP2Q19B PP2Q19C PP2Q19D PP2Q19E	If intrusion alarms on ground-level windows are undependable, then the school has intrusion alarms on ground-level windows (If PP2Q19A=4 or PP2Q19B=4 or PP2Q19C=4 or PP2Q19D=4 or PP2Q19E=4, then 2≤PP2Q18D≤3)	3	0.48
11	PP2Q18E PP2Q19A PP2Q19B PP2Q19C PP2Q19D PP2Q19E	If unbreakable glass or plastic in outside windows is undependable, then the school has unbreakable glass or plastic in outside windows (If PP2Q19A=5 or PP2Q19B=5 or PP2Q19C=5 or PP2Q19D=5 or PP2Q19E=5, then 2≤PP2Q18E≤3)	1	0.16
12+	PP2Q20A9 PP2Q21AD PP2Q21AN	If the school did not use administrator and/or faculty members specifically responsible for security and discipline for security purposes, then the average number of administrators and/or faculty members specifically responsible for security and discipline on day and night duty is zero (If PP2Q20A9=1, then PP2Q21AD=0 and PP2Q21AN=0)	11	1.77
13+	PP2Q20B9 PP2Q21BD PP2Q21BN	If the school did not use security guards employed by the school or school district for security purposes, then the average number of security guards employed by the school for day and night duty is zero (If PP2Q20B9=1, then PP2Q21BD=0 and PP2Q21BN=0)	4	0.64
14+	PP2Q20C9 PP2Q21CD PP2Q21CN	If the school did not use police on regular patrol outside the school for security purposes, then the average number of police on regular patrol outside the school on day and night duty is zero (If PP2Q20C9=1, then PP2Q21CD=0 and PP2Q21CN=0)	9	1.44
15+	PP2Q20D9 PP2Q21DD PP2Q21DN	If the school did not use police stationed in the school for security purposes, then the average number of police stationed in the school on day and night duty is zero (If PP2Q20D9=1, then PP2Q21DD=0 and PP2Q21DN=0)	6	0.96

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
16+	PP2Q20E9 PP2Q21ED PP2Q21EN	If the school did not use students from the school as monitors for security purposes, then the average number of students from the school as monitors on day and night duty is zero (If PP2Q20E9=1, then PP2Q21ED=0 and PP2Q21EN=0)	1	0.16
17+	PP2Q20F9 PP2Q21FD PP2Q21FN	If the school did not use parents as monitors or security guards for security purposes, then the average number of parents as monitors or security guards on day and night duty is zero (If PP2Q20F9=1, then PP2Q21FD=0 and PP2Q21FN=0)	3	0.48
18+	PP2Q20G9 PP2Q21GD PP2Q21GN	If the school did not use janitors as watchmen for security purposes, then the average number of janitors as watchmen on day and night duty is zero (If PP2Q20G9=1, then PP2Q21GD=0 and PP2Q21GN=0)	23	3.69
19+	PP2Q20H9 PP2Q21HD PP2Q21HN	If the school did not use other persons for security purposes, then the average number of other persons on day and night duty is zero (If PP2Q20H9=1, then PP2Q21HD=0 and PP2Q21HN=0)	4	0.64
20+#	PP2Q20A1 PP2Q21AD PP2Q21AN	If the average number of administrators and/or faculty members specifically responsible for security and discipline on day plus night duty is more than zero, then the school used administrators and/or faculty members specifically responsible for security and discipline for security purposes on school days (If PP2Q21AD + PP2Q21AN>0, then PP2Q20A1=1)	31	4.98
21+#	PP2Q20B1 PP2Q21BD PP2Q21BN	If the average number of security guards employed by the school or school district on day plus night duty is more than zero, then the school used security guards employed by the school or school district for security purposes on school days (If PP2Q21BD + PP2Q21BN>0, then PP2Q20B1=1)	44	7.06

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
22+#	PP2Q20C1 PP2Q21CD PP2Q21CN	If the average number of police on a regular patrol outside the school on day plus night duty is more than zero, then the school used police on a regular patrol outside the school for security purposes on school days (If PP2Q21CD + PP2Q21CN>0, then PP2Q20C1=1)	50	8.03
23+#	PP2Q20D1 PP2Q21DD PP2Q21DN	If the average number of police stationed in the school on day plus night duty is more than zero, then the school used police stationed in the school for security purposes on school days (If PP2Q21DD + PP2Q21DN>0, then PP2Q20D1=1)	15	2.41
24+#	PP2Q20E1 PP2Q21ED PP2Q21EN	If the average number of students from the school as monitors on day plus night duty is more than zero, then the school used students from the school as monitors for security purposes on school days (If PP2Q21ED + PP2Q21EN>0, then PP2Q20E1=1)	4	0.64
25+#	PP2Q20F1 PP2Q21FD PP2Q21FN	If the average number of parents as monitors or security guards on day plus night duty is more than zero, then the school used parents as monitors or security guards for security purposes on school days (If PP2Q21FD + PP2Q21FN>0, then PP2Q20F1=1)	15	2.41
26+#	PP2Q20G1 PP2Q21GD PP2Q21GN	If the average number of janitors as watchmen on day plus night duty is more than zero, then the school used janitors as watchment for security purposes on school days (If PP2Q21FD + PP2Q21FN>0, then PP2Q20F1=1)	72	11.56
27+#	PP2Q20H1 PP2Q21HD PP2Q21HN	If the average number of other persons on day plus night duty is more than zero, then the school used other persons for security purposes on school days (If PP2Q21HD + PP2Q21HN>0, then PP2Q20H1=1)	0	0.

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
28+	PP2Q21BD PP2Q21BN PP2Q24AS	If the average number of security guards employed by school or school district on day plus night duty is zero, then the question about professional security guards wearing uniforms does not apply or it was left blank, or security guards at the school do not wear uniforms (If PP2Q21BD + PP2Q21BN=0, then PP2Q24AS=93 or PP2Q24AS=98 or PP2Q24AS=2)	9	1.44
29+	PP2Q21BD PP2Q21BN PP2Q24BS	If the average number of security guards employed by the school or school district on day plus night duty is zero, then the question about professional security guards carrying guns does not apply, or it was left blank, or security guards at the school do not carry guns (If PP2Q21BD + PP2Q21BN=0, then PP2Q24BS=93 or PP2Q24BS=98 or PP2Q24BS=2)	3	0.48
30+	PP2Q21BD PP2Q21BN PP2Q24CS	If the average number of security guards employed by the school or school district on day plus night duty is zero, then the question about professional security guards carrying other weapons does not apply or it was left blank or professional security guards at the school do not carry other weapons (If PP2Q21BD + PP2Q21BN=0, then PP2Q24CS=93 or PP2Q24CS=98 or PP2Q24CS=2)	3	0.48
31+	PP2Q21BD PP2Q21BN PP2Q24DS	If the average number of security guards employed by the school or school district on day plus night duty is zero, then the question about professional security guards using guard dogs does not apply or it was left blank or professional security guards at the school do not use guard dogs (If PP2Q21BD + PP2Q21BN=0, then PP2Q24DS=93 or PP2Q24DS=98 or PP2Q24DS=2)	1	0.16

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
32+#	PP2Q21BD PP2Q21BN PP2Q24AS	If the average number of security guards employed by the school or school district on day plus night duty is more than zero, then professional security guards at the school either do wear uniforms or do not wear uniforms (If PP2Q21BD + PP2Q21BN>0, then PP2Q24AS=1 or PP2Q24AS=2)	72	11.56
33+#	PP2Q21BD PP2Q21BN PP2Q24BS	If the average number of security guards employed by the school or school district on day plus night duty is more than zero, then professional security guards at the school either do carry guns or do not carry guns (If PP2Q21BD + PP2Q21BN>0, then PP2Q24BS=1 or PP2Q24BS=2)	73	11.72
34+#	PP2Q21BD PP2Q21BN PP2Q24CS	If the average number of security guards employed by the school or school district on day plus night duty is more than zero, then professional security guards at the school either do carry other weapons or do not carry other weapons (If PP2Q21BD + PP2Q21BN>0, then PP2Q24CS=1 or PP2Q24CS=2)	74	11.88
35+#	PP2Q21BD PP2Q21BN PP2Q24DS	If the average number of security guards employed by the school or school district on day plus night duty is more than zero, then professional security guards at the school either do use guard dogs or do not use guard dogs (If PP2Q21BD + PP2Q21BN>0, then PP2Q24DS=1 or PP2Q24DS=2)	73	11.72
36+#	PP2Q21AD PP2Q21AN PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H	If administrators and/or faculty members specifically responsible for security and discipline are not dependable, then the average number of administrators and/or faculty members specifically responsible for security and discipline on day plus night duty at the school is greater than zero (If PP2Q22A=1 or PP2Q22B=1 or PP2Q22C=1 or PP2Q22D=1 or PP2Q22E=1 or PP2Q22F=1 of PP2Q22G=1 or PP2Q22H=1, then PP2Q21AD + PP2Q21AN>0)	0	0

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
37+#	PP2Q21BD PP2Q21BN PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H	If security guards employed by the school or school district are not dependable, then the average number of security guards employed by the school or school district on day plus night duty at the school is greater than zero (If PP2Q22A=2 or PP2Q22B=2 or PP2Q22C=2 or PP2Q22D=2 or PP2Q22E=2 or PP2Q22F=2 or PP2Q22G=2 or PP2Q22H=2, then PP2Q21BD + PP2Q21BN>0)	1	0.16
38+#	PP2Q21CD PP2Q21CN PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H	If police on patrol outside the school are not dependable, then the average number of police on patrol outside the school on day plus night duty is greater than zero (If PP2Q22A=3 or PP2Q22B=3 or PP2Q22C=3 or PP2Q22D=3 or PP2Q22E=3 or PP2Q22F=3 or PP2Q22G=3 or PP2Q22H=3, then PP2Q21CD + PP2Q21CN>0)	0	0
39+#	PP2Q21DD PP2Q21DN PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H	If police stationed in the school are not dependable, then the average number of police stationed in the school on day plus night duty is greater than zero (If PP2Q22A=4 or PP2Q22B=4 or PP2Q22C=4 or PP2Q22D=4 or PP2Q22E=4 or PP2Q22F=4 or PP2Q22G=4 or PP2Q22H=4, then PP2Q21DD + PP2Q21DN>0)	1	0.16
40+#	PP2Q21ED PP2Q21EN PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H	If students from the school as monitors are not dependable, then the average number of students from the school as monitors at the school on day plus night duty is greater than zero (If PP2Q22A=5 or PP2Q22B=5 or PP2Q22C=5 or PP2Q22D=5 or PP2Q22E=5 or PP2Q22F=5 or PP2Q22G=5 or PP2Q22H=5, then PP2Q21ED + PP2Q21EN>0)	0	0

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
41+#	PP2Q21FD PP2Q21FN PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H	If parents as monitors or security guards are not dependable, then the average number of parents as monitors or security guards at the school on day plus night duty is greater than zero (If PP2Q22A=6 or PP2Q22B=6 or PP2Q22C=6 or PP2Q22D=6 or PP2Q22E=6 or PP2Q22F=6 or PP2Q22G=6 or PP2Q22H=6, then PP2Q21FD + PP2Q21FN>0)	0	0
42+#	PP2Q21GD PP2Q21GN PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H	If janitors as watchmen are not dependable, then the average number of janitors as watchmen at the school on day plus night duty is greater than zero (If PP2Q22A=7 or PP2Q22B=7 or PP2Q22C=7 or PP2Q22D=7 or PP2Q22E=7 or PP2Q22F=7 or PP2Q22G=7 or PP2Q22H=7, then PP2Q21GD + PP2Q21GN>0)	2	0.32
43+#	PP2Q21HD PP2Q21HN PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H	If other people for security purposes are not dependable, then the average number of other people used for security at the school for day plus night duty is greater than zero (If PP2Q22A=8 or PP2Q22B=8 or PP2Q22C=8 or PP2Q22D=8 or PP2Q22E=8 or PP2Q22F=8 or PP2Q22G=8 or PP2Q22H=8, then PP2Q21HD + PP2Q21HN>0)	0	0
44+	PP2Q21CD PP2Q21CN PP2Q21DD PP2Q21DN PP2Q24AP	If the average number of police on regular patrol outside the school on day plus night duty plus the average number of police stationed in the school on day plus night duty is zero, then the question about police at the school wearing uniforms does not apply or it was left blank or the police do not wear uniforms (If PP2Q21CD + PP2Q21CN + PP2Q21DD + PP2Q21DN=0, then PP2Q24AP=93 or PP2Q24AP=98 or PP2Q24AP=2)	20	3.21

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
45+	PP2Q21CD PP2Q21CN PP2Q21DD PP2Q21DN PP2Q24BP	If the average number of police on regular patrol outside the school on day plus night duty plus the average number of police stationed in the school on day plus night duty is zero, then the question about police at the school carrying guns does not apply or it was left blank or the police do not carry guns (If PP2Q21CD + PP2Q21CN + PP2Q21DD + PP2Q21DN=0, then PP2Q24BP=93 or PP2Q24BP=98 or PP2Q24BP=2)	18	2.89
46+	PP2Q21CD PP2Q21CN PP2Q21DD PP2Q21DN PP2Q24CP	If the average number of police on regular patrol outside the school on day plus night duty plus the average number of police stationed in the school on day plus night duty is zero, then the question about police at the school carrying other weapons does not apply or it was left blank or the police do not carry other weapons (If PP2Q21CD + PP2Q21CN + PP2Q21DD + PP2Q21DN=0, then PP2Q24CP=93 or PP2Q24CP=98 or PP2Q24CP=2)	12	1.93
47+	PP2Q21CD PP2Q21CN PP2Q21DD PP2Q21DN PP2Q24DP	If the average number of police on regular patrol outside the school on day plus night duty plus the average number of police stationed in the school on day plus night duty is zero, then the question about police at the school using guard dogs does not apply or it was left blank or the police do not use guard dogs (If PP2Q21CD + PP2Q21CN + PP2Q21DD + PP2Q21DN=0, then PP2Q24DP=93 or PP2Q24DP=98 or PP2Q24DP=2)	2	0.32
48+	PP2Q21CD PP2Q21CN PP2Q21DD PP2Q21DN PP2Q24AP	If the average number of police on regular patrol outside the school on day plus night duty plus the average number of police stationed in the school on day plus night duty is more than zero, then the police at the school either do or do not wear uniforms (If PP2Q21CD + PP2Q21CN + PP2Q21DD + PP2Q21DN>0, then PP2Q24AP=1 or PP2Q24AP=2)	96	15.41

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
49+	PP2Q21CD PP2Q21CN PP2Q21DD PP2Q21DN PP2Q24BP	If the average number of police on regular patrol outside the school on day plus night duty plus the average number of police stationed in the school on day plus night duty is more than zero, then the police at the school either do or do not carry guns (If PP2Q21CD + PP2Q21CN + PP2Q21DD + PP2Q21DN>0, then PP2Q24BP=1 or PP2Q24BP=2)	95	15.25
50+	PP2Q21CD PP2Q21CN PP2Q21DD PP2Q21DN PP2Q24CP	If the average number of police on regular patrol outside the school on day plus night duty plus the average number of police stationed in the school on day plus night duty is more than zero, then the police at the school either do or do not carry other weapons (If PP2Q21CD + PP2Q21CN + PP2Q21DD + PP2Q21DN>0, then PP2Q24CP=1 or PP2Q24CP=2)	100	16.05
51+	PP2Q21CD PP2Q21CN PP2Q21DD PP2Q21DN PP2Q24DP	If the average number of police on regular patrol outside the school on day plus night duty plus the average number of police stationed in the school on day plus night duty is more than zero, then the police at the school either do or do not use guard dogs (If PP2Q21CD + PP2Q21CN + PP2Q21DD + PP2Q21DN>0, then PP2Q24DP=1 or PP2Q24DP=2)	100	16.05
52*	PP2Q31A PP2Q48	The number of students at the school put on school probation last month is not more than half the number of students currently enrolled in the school (PP2Q31A≤0.5 x PP2Q48)	0	0
53*	PP2Q31B PP2Q48	The number of students at the school paddled last month is not more than twenty percent of the number of students currently enrolled in the school (PP2Q31B≤0.2 x PP2Q48)	0	0
54*	PP2Q31C PP2Q48	The number of students at the school suspended last month is not more than twenty percent of the number of students currently enrolled in the school (PP2Q31C≤0.2 x PP2Q48)	0	0

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
55*	PP2Q31D PP2Q48	The number of students expelled from the school last month is not more than half the number of students currently enrolled in the school (PP2Q31D≤0.5 x PP2Q48)	0	0
56*	PP2Q31E PP2Q48	The number of students assigned to special day-long classes for disruptive students in the school last month is not more than half the number of students currently enrolled in the school (PP2Q31E≤0.5 x PP2Q48)	0	0
57*	PP2Q31F PP2Q48	The number of students from the school transferred to a special school for disruptive students last month is not more than half the number of students currently enrolled in the school (PP2Q31F≤0.5 x PP2Q48)	0	0
58*	PP2Q31G PP2Q48	The number of students transferred to another regular school last month because of discipline problems at this school is not more than twenty percent of the number of students currently enrolled in the school (PP2Q31G≤0.2 x PP2Q48)	0	0
59*	PP2Q31H PP2Q48	The number of students referred to a community mental health agency as disruptive students at the school's initiative last month is not more than twenty percent of the number of students currently enrolled in the school (PP2Q31H≤0.2 x PP2Q48)	0	0
60*	PP2Q31I PP2Q48	The number of students arrested by the police for incidents occurring at the school last month is not more than ten percent of the number of students currently enrolled in the school (PP2Q31I≤0.1 x PP2Q48)	0	0
61*	PP2Q32 PP2Q48	The number of times the principal and/or the assistant principal(s) met individually with parents to discuss their children's behavior last month is not more than half the number of students currently enrolled in the school (PP2Q32≤0.5 x PP2Q48)	1	0.16

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
62*	PP2Q37 PP2Q38	If the principal has been principal at the school for at least ten years, then the school has had only one principal in the last ten years including himself (If 10≤PP2Q37, then PP2Q38=1)	7	1.12
63*	PP2Q37 PP2Q38	If the principal has been principal at the school for less than ten years, then there has been more than one principal at the school in the last ten years (If 1≤PP2Q37<10, then 1<PP2Q38)	17	2.73
64*	PP2Q37 PP2Q41	If the principal is under thirty years old, then he has been principal of the school for not more than ten years (If PP2Q41=1, then PP2Q37≤10)	0	0
65*	PP2Q37 PP2Q41	If the principal is 30 to 34 years old, then he has been principal of this school no more than fourteen years (If PP2Q41=2, then PP2Q37≤14)	0	0
66*	PP2Q37 PP2Q41	If the principal is 35 to 44 years old, then he has been principal of this school no more than twenty-four years (If PP2Q41=3, then PP2Q37≤24)	0	0
67*	PP2Q37 PP2Q41	If the principal is 45 to 54 years old, then he has been principal of this school no more than thirty-four years (If PP2Q41=4, then PP2Q37≤34)	0	0
68*	PP2Q37 PP2Q41	If the principal is 55 years old or over, then he has been principal of this school no more than fifty-two years (If PP2Q41=5, then PP2Q37≤52)	0	0
69*	PP2Q43A PP2Q45	The number of central office staff working at the school either full or part-time is not more than half the number of full-time classroom teachers at the school (PP2Q43A≤0.5 x PP2Q45)	1	0.16
70*	PP2Q43B PP2Q45	The number of guidance counselors working at the school either full or part-time is not more than ten percent of the number of full-time classroom teachers at the school (PP2Q43B≤0.1 x PP2Q45)	32	5.14

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
71*	PP2Q43C PP2Q45	The number of special education teachers working at the school either full or part-time is not more than ten percent of the number of full-time classroom teachers at the school (PP2Q43C≤0.1 x PP2Q45)	48	7.70
72*	PP2Q43D PP2Q45	The number of mental health specialists working at the school either full or part-time is not more than ten percent of the number of full-time classroom teachers at the school (PP2Q43D≤0.1 x PP2Q45)	7	1.12
73*	PP2Q43E PP2Q45	The number of human relations specialists working at the school either full or part-time is not more than ten percent of the number of full-time classroom teachers at the school (PP2Q43E≤0.1 x PP2Q45)	2	0.32
74*	PP2Q43F PP2Q45	The number of reading specialists working at the school either full or part-time is not more than ten percent of the number of full-time classroom teachers at the school (PP2Q43F≤0.1 x PP2Q45)	23	3.69
75*	PP2Q43G PP2Q45	The number of teacher's aides (including volunteers) working at the school either full or part-time is not more than half of the number of full-time classroom teachers at the school (PP2Q43G≤0.5 x PP2Q45)	13	2.09
76*	PP2Q43H PP2Q45	The number of student tutors (including volunteers) working at the school either full or part-time is not more than half the number of full-time classroom teachers at the school (PP2Q43H≤0.5 x PP2Q45)	38	6.10
77*	PP2Q43I PP2Q45	The number of adult tutors (including volunteers) working at the school either full or part-time is not more than half the number of full-time classroom teachers at the school (PP2Q43I≤0.5 x PP2Q45)	3	0.48
78*	PP2Q45 PP2Q48	The number of full-time classroom teachers at the school is not more than half the number of students currently enrolled at the school (PP2Q45≤0.5 x PP2Q48)	1	0.16

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
79*	PP2Q45 PP2Q48	The number of full-time classroom teachers at the school is not more than the number of students currently enrolled at the school (PP2Q45≤PP2Q48)	0	0
80*	PP2Q45 PP2Q48	The number of full-time classroom teachers at the school is not more than ten percent of the number of students currently enrolled at the school (PP2Q45≤0.1 x PP2Q48)	4	0.64
81*	PP2Q45 PP2Q46	The number of full-time staff members other than teachers at the school is not more than the number of full-time classroom teachers at the school (PP2Q46≤PP2Q45)	30	4.82
82*	PP2Q45 PP2Q47	The number of teachers who have left the school in the past twelve months is not more than the number of full-time classroom teachers at the school (PP2Q47≤PP2Q45)	11	1.77
83*	PP2Q48 PP2Q49	The school's average daily attendance is not more than the number of students currently enrolled in the school (PP2Q49≤PP2Q48)	6	0.98
84*	PP2Q48 PP2Q49	Half the number of students currently enrolled in the school is not more than the school's average daily attendance (0.5 x PP2Q48≤PP2Q49)	8	1.28
85*	PP2Q48 PP2Q50	The number of students who transferred to other schools in the past two full semesters is not more than the number of students currently enrolled in the school (PP2Q50≤PP2Q48)	2	0.32
86*	PP2Q48 PP2Q51	The number of students who dropped out of this school during the past two full semesters is not more than thirty percent of the number of students currently enrolled in the school (PP2Q51≤0.3 x PP2Q48)	4	0.64

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
87*	PP2Q52A PP2Q52B PP2Q52C PP2Q52D PP2Q52E	At this school, the percentage of students who are children of professional or managerial personnel plus the percentage of students who are children of sales, clerical, technical, or skilled workers plus the percentage who are children of factory or other blue-collar workers plus the percentage who are childeren of farm workers plus the percentage who are children of persons on welfare or not regularly employed is between 95 and 105 (95≤PP2Q52A + PP2Q52B + PP2Q52C + PP2Q52D + PP2Q52E≤105)	72	11.57
88*	PP2Q48 PP2Q53	The number of students receiving free lunches at the school is not more than the number of students currently enrolled in the school (PP2Q53≤PP2Q48)	3	0.48
89*	PP2Q48 PP2Q54	The number of Title I eligible students in the school this year is not more than the number of students currently enrolled in the school (PP2Q54≤PP2Q48)	12	1.93
90*	PP2Q48 PP2Q591 PP2Q592	If the school does place current students in jobs during the school year that are related to the kinds of work they are considering for a career, then the number of students in such jobs is not more than the number of students currently enrolled in the school (If PP2Q591=2, then PP2Q592≤PP2Q48)	1	0.16
91*	PP2Q48 PP2Q62	The number of students bussed in for racial balance is not more than the number of students currently enrolled in the school (PP2Q62≤PP2Q48)	0	0
92	PP2Q62 PP2Q63	If students are bussed in for racial balance then the year bussing began for this purpose is listed (If 0<PP2Q62≤993, then 0<PP2Q63≤93)	0	0
93*	PP2Q48 PP2Q70	The number of students currently enrolled in the school is not less than the number of students on legal probation, parole, or educational release from a correctional institution (PP2Q[illegible]≥PP2Q70)	0	0

EXHIBIT 4

CONSISTENCY CHECKS FOR THE STUDENT QUESTIONNAIRE

The following table defines the consistency edit rules developed for the Student Questionnaire (SQ) by the Safe School Study staff. The purpose of these edit rules is to provide the users of the Safe School Study data with an indication of the overall quality of certain items on the study instrument. The index used to indicate data quality is the percent data records that "failed" the consistency edit rule. The total number of records on the SQ data file is 31,373.

A data record was created in an edit file for each record in the SQ data file. The edit record consists of a six character ID matching characters 9-14 of the data file followed by a data field for each edit. The data field for the edit is set to "1" if the consistency edit rule fails and is "0" otherwise.

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
1	STDQ2 STDQ5	If the student is 11 years old or younger, then the student is in the eighth grade or below or the student's grade is not given (If STDQ2=1, then STDQ5≤8 or STDQ5>93)	6	0.02
2	STDQ2 STDQ5	If the student is 12 years old, then the student is in grades 5 through 9 or the grade is not given (If STDQ2=2, then 5≤STDQ5≤9 or STDQ5>93)	18	0.06
3	STDQ2 STDQ5	If the student is 13 years old, then the student is in grades 6 through 10 or the grade is not given (If STDQ2=3, then 6≤STDQ5≤10 or STDQ5>93)	10	0.03
4	STDQ2 STDQ5	If the student is 14 years old, then the student is in grades 6 through 11 or the grade is not given (If STDQ2=4, then 6≤STDQ5≤11 or STDQ5>93)	5	0.02
5	STDQ2 STDQ5	If the student is 15 years old, then the student is in grades 7 through 12 or the grade is not given (If STDQ2=5, then 7≤STDQ5≤12 or STDQ5>93)	14	0.04

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
6	STDQ2 STDQ5	If the student is 16 years old, then the student is in grades 8 through 12 or the grade is not given (If STDQ2=6, then 8≤STDQ5≤12 or STDQ5>93)	14	0.04
7	STDQ2 STDQ5	If the student is 17 years old, then the student is in grades 9 through 12 or the grade is not given (If STDQ2=7, then 9≤STDQ5≤12 or STDQ5>93)	11	0.04
8	STDQ2 STDQ5	If the student is 18 years old, then the student is in grades 9 through 12 or the grade is not given (If STDQ2=8, then 9≤STDQ5≤12 or STDQ5>93)	7	0.02
9	STDQ2 STDQ5	If the student is 19 years old or over, then the student is in grades 9 through 12 or the grade is not given (If STDQ2=9, then 9≤STDQ5≤12 or STDQ5>93)	28	0.09
10	STDQ5	The student is in grades 7 through 12 or the grade is not given (7≤STDQ5≤12 or STDQ5>93)	139	0.44
11	STDQ28 STDQ29	If mother or stepmother lives at home with student in question 28, then she does also in question 29 (If STDQ28=1, then STDQ29≠3)	125	0.40
12	STDQ28 STDQ30	If mother or stepmother lives at home with student in question 28, then she does also in question 30 (If STDQ28=1, then STDQ30≠7)	41	0.13
13	STDQ28 STDQ29	If mother or stepmother does not live at home with student in question 28, then she does not in question 29 or question 29 is not answered (If STDQ28=2, then STDQ29=3 or STDQ29>93)	1411	4.50
14	STDQ28 STDQ30	If mother or stepmother does not live at home with student in question 28, then she does not in question 30 or question 30 is not answered (If STDQ28=2, then STDQ30=7 or STDQ30>93)	1598	5.09
15	STDQ31 STDQ32	If father or stepfather lives at home with student in question 31, then he does also in question 32 (If STDQ31=1, then STDQ32≠3)	82	0.26

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
16	STDQ31 STDQ33	If father or stepfather lives at home with student in question 31, then he does also in question 33 (If STDQ31=1, then STDQ33≠7)	33	0.11
17	STDQ31 STDQ32	If father or stepfather does not live at home with student in question 31, then he does not in question 32 or question 32 is not answered (If STDQ31=2, then STDQ32=3 or STDQ32>93)	1136	3.62
18	STDQ31 STDQ33	If father or stepfather does not live at home with student in question 31, then he does not in question 33 or question 33 is not answered (If STDQ31=2, then STDQ33=7 or STDQ33>93)	2119	6.75

EXHIBIT 5

CONSISTENCY CHECKS FOR THE STUDENT INTERVIEW QUESTIONNAIRE
DETAIL I

The following table defines the consistency edit rules developed for the Student Interview Questionnaire - Detail I (SID1) by the Safe School Study staff. The purpose of these edit rules is to provide the users of the Safe School Study data with an indication of the overall quality of certain items on the study instrument. The index used to indicate data quality is the percent data records that "failed" the consistency edit rule. The total number of records on the SID1 data file is 6,410.

A data record was created in an edit file for each of the records in the SID1 data file. The edit record consists of an eight character ID with the first two characters being the same as the first two characters of the detail record and the next six characters matching the student ID, characters 9-14 of the detail record, followed by a data field for each edit. The data field for the edit is set to "1" if the consistency edit rule fails and is "0" otherwise.

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
1	SID1S1YA SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 1 and the incident occurred at school, then at least once during the last two months someone forced the student to hand over things worth less than a dollar while he was at school (If SID1SQN1=1 and SID1Q01=1, then 0<SID1S1YA<93)	12	0.19
2	SID1S1YB SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 1 and the incident occurred on the way to or from school, then at least once during the last two months someone forced the student to hand over things worth less than a dollar while he was on the way to or from school (If SID1SQN1=1 and SID1Q01=2, then 0<SID1S1YB<93)	9	0.14

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
3	SID1S1YC SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 1 and the incident occurred at school events held off school grounds, then at least once during the last two months someone forced the student to hand over money or things worth less than a dollar while he was at a school event held off school grounds (If SID1SQN1=1 and SID1SQO1=3, then 0<SID1S1YC<93)	1	0.02
4	SID1S2YA SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 2 and the incident occurred at school, then at least once during the last two months someone took money or things worth a dollar or more directly from the student by force, weapons, or threats while he was at school (If SID1SQN1=2 and SID1Q01=1, then 0<SID1S2YA<93)	9	0.14
5	SID1S2YB SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 2 and the incident occurred on the way to or from school, then at least once during the last two months someone took money or things worth a dollar or more directly from the student by force, weapons, or threats while he was going to or from school (If SID1SQN1=2 and SID1Q01=2, then 0<SID1S2YB<93)	9	0.14
6	SID1S2YC SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 2 and the incident occurred at school events held off school grounds, then at least once during the last two months someone took money or things worth a dollar or more directly from the student by force, weapons, or threats while he was at a school event held off school grounds (If SID1SQN1=2 and SID1Q01=3, then 0<SID1S2YC<93)	0	0

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
7	SID1S3YA SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 3 and the incident occurred at school, then at least once during the last two months someone tried to take something directly from the student by force, weapons, or threats without succeeding while he was at school (If SID1SQN1=3 and SID1Q01=1, then 0<SID1S3YA<93)	19	0.30
8	SID1S3YB SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 3 and the incident occurred on the way to or from school, then at least once during the last two months someone tried to take something directly from the student by force, weapons, or threats without succeeding while he was on the way to or from school (If SID1SQN1=3 and SID1Q01=2, then 0<SID1S3YB<93)	16	0.25
9	SID1S3YC SID1SQN1 SID1Q01	If the screening question number in which the incident was reported is 3 and the incident occurred at a school event held off school grounds, then at least once during the last two months someone tried to take something directly from the student by force, weapons, or threats without succeeding while he was at a school event held off school grounds (If SID1SQN1=3 and SID1Q01=3, then 0<SID1S3YC<93)	6	0.09
10	SID1SQN1 SID1Q03	If the screening question number in which the incident was reported is 3, then nothing at all was taken from the student (If SID1SQN1=3, then SID1Q03=1)	24	0.37
11	SID1SQN1 SID1Q03	If the screening question number in which the incident was reported is 1 or 2, then something was taken from the student (If SID1SQN1=1 or SID1SQN1=2, then SID1Q03=2)	0	0
12	SID1SQN1 SID1Q05	If the screening question number in which the incident was reported is 1, then the amount of money taken or replacement cost of the stolen item is $0 (If SID1SQN1=1, then SID1Q05=0)	18	0.28

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
13	SID1SQN1 SID1Q05	If the screening question number in which the incident was reported is 2 or 3, then the amount of money taken or replacement cost of the stolen item is from \$1 through \$100 (If SID1SQN1=2 or SID1SQN1=3, then 0<SID1Q05<101)	0	0

EXHIBIT 6

CONSISTENCY CHECKS FOR THE STUDENT INTERVIEW QUESTIONNAIRE
DETAIL II

The following table defines the consistency edit rules developed for the Student Interview Questionnaire - Detail II (SID2) by the Safe School Study staff. The purpose of these edit rules is to provide the users of the Safe School Study data with an indication of the overall quality of certain items on the study instrument. The index used to indicate data quality is the percent data records that "failed" the consistency edit rule. The total number of records on the SID2 data file is 6,467.

A data record was created in an edit file for each of the records in the SID2 data file. The edit record consists of an eight character ID with the first two characters being the same as the first two characters of the detail record and the next six characters matching the student ID, characters 9-14 of the detail record, followed by a data field for each edit. The data field for the edit is set to "1" if the consistency edit rule fails and is "0" otherwise.

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
1	SID2S1YA SID2SQN1 SID2Q01	If the screening question number in which the incident was reported is 1 and the incident occurred at school, then at least once during the last two months someone attacked the student physically and hurt him while he was at school (If SID2SQN1=1 and SID2Q01=1, then 0<SID2S1YA<93)	30	0.46
2	SID2S1YB SID2SQN1 SID2Q01	If the screening question number in which the incident was reported is 1 and the incident occurred on the way to or from school, then at least once during the last two months someone attacked the student physically and hurt him while he was going to or from school (If SID2SQN1=1 and SID2Q01=2, then 0<SID2S1YB<93)	21	0.32

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
3	SID2S1YC SID2SQN1 SID2Q01	If the screening question number in which the incident was reported is 1 and the incident occurred at school events held off school grounds, then at least once during the last two months someone attacked the student physically and hurt him while he was at school events held off school grounds (If SID2SQN1=1 and SID2Q01=3, then 0<SID2S1YC<93)	3	0.05
4	SID2S2YA SID2SQN1 SID2Q01	If the screening question number in which the incident was reported is 2 and the incident occurred at school, then at least once during the last two months someone tried to attack the student physically without succeeding while he was at school (If SID2SQN1=2 and SID2Q01=1, then 0<SID2S2YA<93)	33	0.51
5	SID2S2YB SID2SQN1 SID2Q01	If the screening question number in which the incident was reported is 2 and the incident occurred on the way to or from school, then at least once during the last two months someone tried to attack the student physically without succeeding while he was going to or from school (If SID2SQN1=2 and SID2Q01=2, then 0<SID2S2YB<93)	18	0.28
6	SID2S2YC SID2SQN1 SID2Q01	If the screening question number in which the incident was reported is 2 and the incident occurred at school events held off school grounds, then at least once during the last two months someone tried to attack the student physically without succeeding while he was at school events held off school grounds (If SID2SQN1=2 and SID2Q01=3, then 0<SID2S2YC<93)	4	0.06

EXHIBIT 7

CONSISTENCY CHECKS FOR THE STUDENT INTERVIEW QUESTIONNAIRE
DETAIL III

The following table defines the consistency edit rules developed for the Student Interview Questionnaire - Detail III (SID3) by the Safe School Study staff. The purpose of these edit rules is to provide the users of the Safe School Study data with an indication of the overall quality of certain items on the study instrument. The index used to indicate data quality is the percent data records that "failed" the consistency edit rule. The total number of records on the SID3 data file is 7,563.

A data record was created in an edit file for each of the records in the SID3 data file. The edit record consists of an eight character ID with the first two characters being the same as the first two characters of the detail record and the next six characters matching the student ID, characters 9-14 of the detail record, followed by a data field for each edit. The data field for the edit is set to "1" if the consistency edit rule fails and is "0" otherwise.

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
1	SID3SQN1 SID3QO2	If the screening question number in which the incident was reported is 2, then nothing was taken from the student (If SID3SQN1=2, then SID3SO2=1)	36	0.48
2	SID3SQN1 SID3QO2	If the screening question number in which the incident was reported is 1, then something was taken from the student (If SID3SQN1=1, then SID3QO2=2)	76	1.00

EXHIBIT 8

CONSISTENCY CHECKS FOR THE TEACHER QUESTIONNAIRE

The following table defines the consistency edit rules developed for the Teacher Questionnaire (TQ) by the Safe School Study staff. The purpose of these edit rules is to provide the users of the Safe School Study data with an indication of the overall quality of certain items on the study instrument. The index used to indicate data quality is the percent data records that "failed" the consistency edit rule. The total number of records in the TQ data file is 23,895.

A data record was created in an edit file for each record in the TQ data file. The edit record consists of a six character ID matching characters 9-14 of the data file followed by a data field for each edit. The data field for the edit is set to "1" if the consistency edit rule fails and is "0" otherwise. Those consistency edits labeled with an asterisk (*) in the table were different in that the edit is not implemented if every field involved in that edit are blank (998-999) or if any field involved contains the numbers 994 through 997; all other blanks in these fields (998-999) are changed to zero for the edit. The edits labeled with a plus (+) are different in that all missing and bad data codes (94-99) are changed to zero for the edit.

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
1	TCHQ131A TCHQ132A TCHQ17A	If the most recent thing that happened to the teacher was that someone took something directly from him worth $10 or less, then someone took something directly from the teacher by force, weapons, or threat involving losses of $10 or less at least once during last month or this month (If $\text{TCHQ17A}=1$, then $0<\text{TCHQ131A}\le 97$ or $0<\text{TCHQ132A}\le 97$)	638	2.67

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
2	TCHQ131B TCHQ132B TCHQ17B	If the most recent thing that happened to the teacher was that someone took something directly from him worth more than $10, then someone took something directly from the teacher by force, weapons, or threat involving losses of more than $10 at least once during this month or last month (If TCHQ17B=1, then 0<TCHQ131B≤97 or 0<TCHQ132B≤97)	239	1.00
3	TCHQ141A TCHQ142A TCHQ17C	If the most recent thing that happened to the teacher was that someone stole something of his worth less than $1, then someone stole something of the teacher's worth less than $1 from the desk, coat closet, or other place at school at least once during last month or during this month (If TCHQ17C=1, then 0<TCHQ141A≤97 or 0<TCHQ142A≤97)	99	0.41
4	TCHQ141B TCHQ142B TCHQ17D	If the most recent thing that happened to the teacher was that someone stole something of his worth $1 to $10, then someone stole something of the teacher's worth $1-$10 from the desk, coat closet, or other place at school at least once during last month or during this month (If TCHQ17D=1, then 0<TCHQ141B≤97 or 0<TCHQ142B≤97)	246	1.03
5	TCHQ141C TCHQ142C TCHQ17E	If the most recent thing that happened to the teacher was that someone stole something of his worth more than $10, then someone stole something of the teacher's worth more than $10 from the desk, coat closet, or other place at school at least once during last month or during this month (If TCHQ17E=1, then 0<TCHQ141C≤97 or 0<TCHQ142C≤97)	121	0.51
6	TCHQ151A TCHQ152A TCHQ17F	If the most recent thing that happened to the teacher was that she was raped, then the teacher was raped at least once during last month or during this month (If TCHQ17F=1, then 0<TCHQ151A≤97 or 0<TCHQ152A≤97)	4	0.02

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
7	TCHQ151B TCHQ152B TCHQ17G	If the most recent thing that happened to the teacher was attempted rape, then someone attempted to rape the teacher at least once during last month or during this month (If TCHQ17G=1, then 0<TCHQ151B≤97 or 0<TCHQ152B≤97)	0	0
8	TCHQ161A TCHQ162A TCHQ17H	If the most recent thing that happened to the teacher was that someone hurt him so badly that he saw a doctor, then someone physically attacked the teacher and hurt him so badly that he saw a doctor at least once during last month or during this month (If TCHQ17H=1, then 0<TCHQ161A≤97 or 0<TCHQ162A≤97)	19	0.08
9	TCHQ161B TCHQ162B TCHQ17I	If the most recent thing that happened to the teacher was that someone hurt him, but not so badly that he saw a doctor, then someone physically attacked and hurt the teacher, but not so badly that he saw a doctor, at least once during last month or during this month (If TCHQ17I=1, then 0<TCHQ161B≤97 or 0<TCHQ162B≤97)	35	0.15
10	TCHQ131 TCHQ132 TCHQ141 TCHQ142 TCHQ151 TCHQ152 TCHQ161 TCHQ162 TCHQ17J	If nothing happened to the teacher, then no one took things directly from the teacher by force, weapons, or threat during last month or this month and no one stole things of the teacher's from his desk, coat closet, or other place at school during last month or this month and no one raped or attempted to rape the teacher at school during last month or this month and no one physically attacked and hurt the teacher at school during last month or this month (If TCHQ17J=1, then TCHQ131≠2 and TCHQ132≠2 and TECH141≠2 and TCHQ142≠2 and TCHQ151≠2 and TCHQ152≠2 and TCHQ161≠2 and TCHQ162≠2)	905	3.79
11	--------	No edit	-	----

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
12	TCHQ131A TCHQ132A TCHQ141A TCHQ142A TCHQ18IB	If the replacement cost of a stolen item is less than $1, then, at least once, someone took something worth less than $10 directly from the teacher by force, weapons, or threat at school during last month or during this month or someone stole something of the teacher's worth less than $1 from the desk, coat closet, or other place at school during last month or during this month (If TCHQ18IB<1, then 0<TCHQ131A≤97 or 0<TCHQ132A≤97 or 0<TCHQ141A≤97 or 0<TCHQ142A≤97)	49	0.21
13	TCHQ131A TCHQ132A TCHQ141B TCHQ142B TCHQ18IB	If the replacement cost of a stolen item is between $1 and $10, then, at least once, someone stole something of the teacher's worth $1 to $10 from the desk, coat closet or other place at school during last month or this month or someone took something worth $10 or less directly from the teacher by force, weapons, or threat at school during last month or this month (If 1≤TCHQ18IB≤10, then 0<TCHQ141B≤97 or 0<TCHQ142B≤97 or 0<TCHQ131A≤97 or 0<TCHQ132A≤97)	455	1.90
14	TCHQ131B TCHQ132B TCHQ141C TCHQ142C TCHQ181B	If the replacement cost of a stolen item is between $10 and $1000, then, at least once, someone stole something of the teacher's worth more than $10 from the desk, coat closet or other place at school during last month or during this month or someone took something worth more than $10 directly from the teacher by force, weapons, or threat at school during last month or this month (If 10<TCHQ18IB<1000, then 0<TCHQ141C≤97 or 0<TCHQ142C≤97 or 0<TCHQ131B≤97 or 0<TCHQ132B<97)	486	2.03
15+	TCHQ131A TCHQ131B TCHQ132A TCHQ132B	The total number of times someone took things worth less than $10 or things worth more than $10 directly from the teacher by force, weapons, or threats at school during last month or during this month is not more than twenty (TCHQ131A + TCHQ131B + TCHQ132A + TCHQ132B<20)	2	0.01

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
16+	TCHQ141A TCHQ141B TCHQ141C TCHQ142A TCHQ142B TCHQ142C	The total number of times someone stole things of the teacher's worth less than $1, $1 to $10, or more than $10 from his desk, coat closet or other place at school during last month or during this month is not more than thirty (TCHQ141A + TCHQ141B + TCHQ141C + TCHQ142A + TCHQ142B + TCHQ142C≤30)	69	0.29
17+	TCHQ151A TCHQ151B TCHQ152A TCHQ152B	The total number of times the teacher was a victim of rape or attempted rape at school during last month or during this month is not more than 5 (TCHQ151A + TCHQ151B + TCHQ152A + TCHQ152B≤5)	0	0
18+	TCHQ161A TCHQ161B TCHQ162A TCHQ162B	The total number of times that someone attacked and hurt the teacher at school either so badly that he saw a doctor or not so badly that he saw a doctor during last month or during this month is not more than 9 (TCHQ161A + TCHQ161B + TCHQ162A + TCHQ162B≤9)	0	0
19	TCHQ18A TCHQ18B	The number of offenders who were current students at the school is not more than the number of offenders or the number of offenders is not known (TCHQ18B≤TCHQ18A or TCHQ18A>3)	40	0.17
20	TCHQ18A TCHQ18C	The number of offenders who were other school-age youth is not more than the number of offenders or the number of offenders is unknown (TCHQ18C≤TCHQ18A or TCHQ18A>3)	18	0.08
21	TCHQ18A TCHQ18D	The number of male offenders is not more than the number of offenders or the number of offenders is unknown (TCHQ18D≤TCHQ18A or TCHQ18A>3)	43	0.18
22	TCHQ18A TCHQ18E	The number of offenders of the same race as the teacher is not more than the number of offenders or the number of offenders is unknown (TCHQ18E≤TCHQ18A or TCHQ18A>3)	14	0.06

Edit Number	Variable Names	Description of Edit Rule	Number of Failures	Percent Failures
23*	TCHQ31A TCHQ31B TCHQ31C TCHQ31D TCHQ31E TCHQ31F	The percent of students the teacher teaches who are American Indian or Alaskan Native plus the percentage who are Asian-American or Pacific Islander plus the percentage who are Spanish-American plus the percentage who are Black or Negro plus the percentage who are white plus the percentage who are other races is between 95 and 105 ($95 \leq TCHQ31A + TCHQ31B + TCHQ31C + TCHQ31D + TCHQ31E + TCHQ31F \leq 105$)	659	2.76
24*	TCHQ32AA TCHQ32AB TCHQ32AC	The percentage of students the teacher teaches who have high ability plus the percentage who have average ability plus the percentage who have low ability is between 95 and 105 ($95 \leq TCHQ32AA + TCHQ32AB + TCHQ32AC \leq 105$)	683	2.86

PART 10 - MACHINE EDIT RANGE CHECKS

PART 10. MACHINE EDIT RANGE CHECKS

Included in this part are exhibits which give the acceptable ranges and number of out-of-range data for various study instruments. The exhibits are as follows:

Exhibit 1 - Acceptable Ranges and Number of Out-of-Range Data for the Principal Report Sheets . . . . pp. D-241-D-243

Exhibit 2 - Acceptable Ranges and Number of Out-of-Range Data for the Principal Questionnaire - Phase I . . . . pp. D-244-D-246

Exhibit 3 - Acceptable Ranges and Number of Out-of-Range Data for the Principal Questionnaire - Phase II . . . . pp. D-247-D-252

Exhibit 4 - Acceptable Ranges and Number of Out-of-Range Data for the Student Questionnaire . . . . pp. D-253-D-256

Exhibit 5 - Acceptable Ranges and Number of Out-of-Range Data for the Student Interview Questionnaire - Detail I . . . . pp. D-257-D-258

Exhibit 6 - Acceptable Ranges and Number of Out-of-Range Data for the Student Interview Questionnaire - Detail II . . . . pp. D-259 D-260

Exhibit 7 - Acceptable Ranges and Number of Out-of-Range Data for the Student Interview Questionnaire - Detail III . . . . pp. D-261-D-262

Exhibit 8 - Acceptable Ranges and Number of Out-of-Range Data for the Post Interview Check . . . . pp. D-263-D-264

Exhibit 9 - Acceptable Ranges and Number of Out-of-Range Data for the Teacher Questionnaire . . . . pp. D-265-D-269

Exhibit 10- Acceptable Ranges and Number of Out-of-Range Data for the Teacher Follow-up Questionnaire . . pp. D-270-D-271

EXHIBIT 1

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR THE PRINCIPAL REPORT SHEETS

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	IRSQ1-1	01-04, 94-99	0	0
2	IRSQ1-2	01-04, 94-99	0	0
3	IRSQ1-3	01-04, 94-99	0	0
4	IRSQ1-4	01-04, 94-99	0	0
5	IRSQ1-5	01-04, 94-99	0	0
6	IRSQ1-6	01-04, 94-99	0	0
7	IRSQ1-7	01-04, 94-99	0	0
8	IRSQ1-8	01-04, 94-99	0	0
9	IRSQ1-8A	01-10, 94-99	0	0
10	IRSQ1-9	01-04, 94-99	0	0
11	IRSQ2	01-03, 94-99	0	0
12	IRSQ3-1A	01, 94-99	0	0
13	IRSQ3-1	0000-9999	1	0.01
14	IRSQ3-2A	02, 94-99	1	0.01
15	IRSQ3-2	000-999	0	0
16	IRSQ3-3A	03, 94-99	0	0
17	IRSQ3-3	000-999	0	0
18	IRSQ3-4A	04, 94-99	0	0
19	IRSQ3-4	000-999	0	0
20	IRSQ3-5A	05, 94-99	0	0
21	IRSQ3-5	000-999	0	0
22	IRSQ3-6A	06, 94-99	0	0
23	IRSQ3-6	000-999	0	0
24	IRSQ3-7A	07, 94-99	0	0
25	IRSQ3-7	0000-9999	1	0.01
26	IRSQ3-8A	08, 94-99	0	0
27	IRSQ3-8	000-999	0	0
28	IRSQ3-9A	09, 94-99	0	0
29	IRSQ3-9	000-999	0	0
30	IRSQ310A	10, 94-99	0	0
31	IRSQ3-10	0000-9999	0	0
32	IRSQ311A	11, 94-99	0	0
33	IRSQ3-11	000-999	2	0.01
34	IRSQ4-1	01-04, 94-99	1	0.01
35	IRSQ4-2	01-04, 94-99	0	0
36	IRSQ4-3	01-04, 94-99	0	0
37	IRSQ4-4	01-04, 94-99	0	0
38	IRSQ4-5	01-04, 94-99	0	0
39	IRSQ4-6	01-04, 94-99	0	0
40	IRSQ4-7	01-04, 94-99	0	0
41	IRSQ4-7A	01-16, 94-99	4	0.02
42	IRSQ4-8	01-04, 94-99	0	0
43	IRSQ5-1	01, 94-99	0	0
44	IRSQ5-2	01, 94-99	0	0
45	IRSQ5-3	01, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
46	IRSQ5-4	01, 94-99	0	0
47	IRSQ5-5	01-02, 04-10, 94-99	3	0.02
48	IRSQ5-6	01, 94-99	0	0
49	IRSQ6-1A	01, 94-99	0	0
50	IRSQ6-1	00-99	0	0
51	IRSQ6-2A	02, 94-99	0	0
52	IRSQ6-2	00-99	0	0
53	IRSQ6-3A	03, 94-99	0	0
54	IRSQ6-3	00-99	0	0
55	IRSQ6-4A	04, 94-99	0	0
56	IRSQ6-4	00-99	0	0
57	IRSQ7	0000-9999	0	0
58	IRSQ8-1	01-04, 94-99	0	0
59	IRSQ8-2	01-04, 94-99	0	0
60	IRSQ8-3	01-04, 94-99	0	0
61	IRSQ8-4	01-04, 94-99	0	0
62	IRSQ8-5	01-04, 08, 94-99	1	0.01
63	IRSQ8-6	01-04, 94-99	1	0.01
64	IRSQ8-6A	01-19, 94-99	3	0.02
65	IRSQ9M	01-12, 94-99	5	0.03
66	IRSQ9D	01-31, 94-99	1	0.01
67	IRSQ9Y	76-77, 94-99	5	0.01
68	IRSQ10M	01-12, 94-99	8	0.05
69	IRSQ10D	01-31, 94-99	0	0
70	IRSQ10Y	76-77, 94-99	9	0.06
71	IRSQ11	01-04, 94-99	1	0.01
72	IRSQ12-1	01, 94-99	0	0
73	IRSQ12-2	01, 94-99	0	0
74	IRSQ12-3	01, 94-99	0	0
75	IRSQ12-4	01, 94-99	0	0
76	IRSQ12-5	01, 94-99	0	0
77	IRSQ12-6	01, 94-99	0	0
78	IRSQ12-7	01, 94-99	0	0
79	IRSQ12-8	01, 94-99	0	0
80	IRSQ12-9	01, 94-99	0	0
81	IRSQ129A	01-28, 94-99	4	0.02
82	IRSQ13	01-04, 94-99	0	0
83	IRSQ14MV	00-99	21	0.13
84	IRSQ14-A	01, 02, 04-09, 94-99	0	0
85	IRSQ14MO	00-99	27	0.17
86	IRSQ14-B	01, 02, 04-09, 94-99	0	0
87	IRSQ14FV	00-99	20	0.13
88	IRSQ14-C	01, 02, 04-09, 94-99	0	0
89	IRSQ14FO	00-99	26	0.16
90	IRSQ14-D	01, 02, 04-09, 94-99	0	0
91	IRSQ15CV	00-99	12	0.08
92	IRSQ15-A	01, 02, 04-09, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
93	IRSQ15CO	00-99	25	0.16
94	IRSQ15-B	01, 02, 04-09, 94-99	0	0
95	IRSQ15OV	00-99	8	0.05
96	IRSQ15C	01, 02, 04-09, 94-99	0	0
97	IRSQ15OO	00-99	27	0.17
98	IRSQ15D	01, 02, 04-09, 94-99	0	0
99	IRSQ16TV	00-99	10	0.06
100	IRSQ16A	01, 02, 04-09, 94-99	0	0
101	IRSQ16TO	00-99	26	0.16
102	IRSQ16B	01, 02, 04-09, 94-99	0	0
103	IRSQ16PV	00-99	9	0.06
104	IRSQ16C	01, 02, 04-09, 94-99	0	0
105	IRSQ16PO	00-99	25	0.16
106	IRSQ16D	01, 02, 04-09, 94-99	0	0
107	IRSQ17	01-04, 94-99	0	0
108	IRSQ18-1	01, 94-99	0	0
109	IRSQ18-2	01, 94-99	0	0
110	IRSQ18-3	01, 94-99	0	0
111	IRSQ18-4	01, 94-99	0	0
112	IRSQ18-5	01, 94-99	0	0
113	IRSQ18-6	01-29, 31, 32, 94-99	0	0
114	IRSQ18-7	01, 94-99	0	0
115	STATE	Two letter Post Office Abbreviations	0	0
116	REGION	1-4	0	0
117	MONTH	01-13	0	0
118	EDLEVEL	1-3	0	0
119	CLASSIZE	1-6	0	0
120	NLOCDOM	1-4	0	0

EXHIBIT 2

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR THE PRINCIPAL QUESTIONNAIRE
PHASE I

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	PP1Q1	01-05, 09-12, 94-98	13	0.33
2	PP1Q2	01-06, 94-98	3	0.08
3	PP1Q3-K	01, 94-99	2	0.05
4	PP1Q3-1	01, 94-99	2	0.05
5	PP1Q3-2	01, 94-99	2	0.05
6	PP1Q3-3	01, 94-99	2	0.05
7	PP1Q3-4	01, 94-99	2	0.05
8	PP1Q3-5	01, 94-99	2	0.05
9	PP1Q3-6	01, 94-99	3	0.08
10	PP1Q3-7	01, 94-99	2	0.05
11	PP1Q3-8	01, 94-99	2	0.05
12	PP1Q3-9	01, 94-99	2	0.05
13	PP1Q3TN	01, 94-99	2	0.05
14	PP1Q3EL	01, 94-99	2	0.05
15	PP1Q3TW	01, 94-99	2	0.05
16	PP1Q4	000-300, 994-998	5	0.13
17	PP1Q5	000-150, 994-998	18	0.46
18	PP1Q6	0000-9998	0	0
19	PP1Q7	0000-9998	9	0.23
20	PP1Q8	00-25, 94-98	21	0.54
21	PP1Q9A	01-02, 94-99	1	0.03
22	PP1Q9B	01-02, 94-99	0	0
23	PP1Q9C	01-02, 94-99	0	0
24	PP1Q9D	01-02, 94-99	0	0
25	PP1Q9E	01-02, 94-99	0	0
26	PP1Q10A	01-03, 94-99	0	0
27	PP1Q10B	01-03, 94-99	0	0
28	PP1Q10C	01-03, 94-99	0	0
29	PP1Q10D	01-03, 94-99	0	0
30	PP1Q10E	01-03, 94-99	0	0
31	PP1Q11	000-100, 994-998	1	0.03
32	PP1Q12A	01-02, 94-98	0	0
33	PP1Q12B	01-02, 94-98	0	0
34	PP1Q12C	01-02, 94-98	2	0.05
35	PP1Q12D	01-02, 94-98	2	0.05
36	PP1Q13A	01-03, 09, 94-98	0	0
37	PP1Q13B	01-03, 09, 94-98	0	0
38	PP1Q13C	01-03, 09, 94-98	0	0
39	PP1Q14AD	00-30, 94-98	326	8.34
40	PP1Q14AN	00-30, 94-98	7	0.18
41	PP1Q14BD	00-30, 94-98	8	0.20
42	PP1Q14BN	00-30, 94-98	6	0.15
43	PP1Q14CD	00-50, 94-98	13	0.33
44	PP1Q14CN	00-50, 94-98	17	0.43
45	PP1Q14DD	00-50, 94-98	1	0.03

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
46	PP1Q14DN	00-50, 94-98	0	0
47	PP1Q14ED	00-98	3	0.08
48	PP1Q14EN	00-98	2	0.05
49	PP1Q14FD	00-50, 94-98	1	0.03
50	PP1Q14FN	00-50, 94-98	3	0.08
51	PP1Q14GD	00-20, 94-98	1	0.03
52	PP1Q14GN	00-20, 94-98	3	0.08
53	PP1Q14SP	01-09, 94-98	220	5.63
54	PP1Q14HD	00-20, 94-98	9	0.23
55	PP1Q14HN	00-20, 94-98	385	9.85
56	PP1Q15	01-02, 94-98	1	0.03
57	PP1Q16A	000-998	0	0
58	PP1Q16B	000-998	0	0
59	PP1Q16C	000-998	0	0
60	PP1Q16D	000-998	0	0
61	PP1Q16E	000-998	0	0
62	PP1Q17	00-98	26	0.66
63	PP1Q18A	01-04, 09, 94-98	0	0
64	PP1Q18B	01-04, 09, 94-98	0	0
65	PP1Q18C	01-04, 09, 94-98	0	0
66	PP1Q18D	01-04, 09, 94-98	0	0
67	PP1Q18E	01-04, 09, 94-98	0	0
68	PP1Q19A	01-05, 94-98	1	0.03
69	PP1Q19B	01-05, 94-98	0	0
70	PP1Q19C	01-05, 94-98	0	0
71	PP1Q19D	01-05, 94-98	0	0
72	PP1Q19E	01-05, 94-98	1	0.03
73	PP1Q20A	001-050, 993-999	12	0.31
74	PP1Q20B	001-050, 993-999	0	0
75	PP1Q20C	001-050, 993-999	0	0
76	PP1Q20D	001-050, 993-999	0	0
77	PP1Q20E	001-050, 993-999	0	0
78	PP1Q21A	01-02, 94-98	0	0
79	PP1Q21AN	00-50, 94-99	0	0
80	PP1Q21AD	01, 94-99	0	0
81	PP1Q21B	01-02, 94-98	0	0
82	PP1Q21BN	00-50, 94-99	0	0
83	PP1Q22A	010-019, 021-029, 031-035, 039, 041-047, 049-071,993-999	3	0.08
84	PP1Q22B	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
85	PP1Q22C	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
86	PP1Q22D	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
87	PP1Q22E	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
88	PP1Q23A	01, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
89	PP1Q23B	01, 94-99	0	0
90	PP1Q23C	01, 94-99	0	0
91	PP1Q23D	01, 94-99	0	0
92	PP1Q23E	01, 94-99	0	0
93	PP1Q23F	01, 94-99	0	0
94	PP1Q23G	01, 94-99	0	0
95	PP1Q23H	01, 94-99	1	0.03
96	PP1Q23I	01, 94-99	1	0.03
97	PP1Q23SP	10-19, 21-29, 31-35, 39, 41-47, 49-71, 94-99	14	0.35
98	PP1Q24A	01, 94-99	0	0
99	PP1Q24B	01, 94-99	2	0.05
100	PP1Q24SP	10-19, 21-29, 31-35, 39, 41-47, 49-71, 94-99	17	0.43
101	PP1Q25A	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	8	0.20
102	PP1Q25B	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
103	PP1Q25C	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
104	PP1Q25D	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
105	PP1Q25E	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
106	PP1Q26YN	01-02, 94-99	0	0
107	PP1Q26.1	0000-9999	1	0.03
108	PP1Q26.2	000-999	0	0
109	PP1Q26.3	00-99	0	0
110	REGION	1-4	0	0
111	MONTH	01-13	0	0
112	EDLEVEL	1-3	0	0
113	CLASSIZE	1-4	0	0
114	NLOCDOM	1-4	0	0

EXHIBIT 3

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR THE PRINCIPAL QUESTIONNAIRE
PHASE II

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	PP2Q1	01-05, 09-12, 94-98	0	0
2	PP2Q2	01-06, 94-98	0	0
3	PP2Q3	01-05, 94-98	0	0
4	PP2Q4	00-50, 94-98	4	0.64
5	PP2Q5	01-05, 94-98	0	0
6	PP2Q6	00-98	0	0
7	PP2Q7	000-998	0	0
8	PP2Q8K	01, 94-99	0	0
9	PP2Q81	01, 94-99	0	0
10	PP2Q82	01, 94-99	0	0
11	PP2Q83	01, 94-99	0	0
12	PP2Q84	01, 94-99	0	0
13	PP2Q85	01, 94-99	0	0
14	PP2Q86	01, 94-99	0	0
15	PP2Q87	01, 94-99	0	0
16	PP2Q88	01, 94-99	0	0
17	PP2Q89	01, 94-99	0	0
18	PP2Q810	01, 94-99	0	0
19	PP2Q811	01, 94-99	1	0.16
20	PP2Q812	01, 94-99	1	0.16
21	PP2Q9	01-04, 94-98	0	0
22	PP2Q10	000-100, 994-998	0	0
23	PP2Q11A	01-02, 94-98	0	0
24	PP2Q11B	01-02, 94-98	0	0
25	PP2Q11C	01-02, 94-98	0	0
26	PP2Q11D	01-02, 94-98	0	0
27	PP2Q11E	01-02, 94-98	0	0
28	PP2Q12A	000-300, 994-998	5	0.80
29	PP2Q12B	00-50, 94-98	2	0.32
30	PP2Q12C	00-92, 94-98	1	0.16
31	PP2Q12D	000-150, 994-998	1	0.16
32	PP2Q12E	00-92, 94-98	0	0
33	PP2Q13A	0600-1200, 9994-9998	0	0
34	PP2Q13B	0000-0800, 9994-9998	2	0.32
35	PP2Q13C	00-98	0	0
36	PP2Q14	01-02, 94-98	0	0
37	PP2Q15	01-02, 94-98	0	0
38	PP2Q16A	00-25, 94-98	0	0
39	PP2Q16B	00-25, 94-98	0	0
40	PP2Q17A	01-04, 94-98	0	0
41	PP2Q17B	01-04, 94-98	0	0
42	PP2Q17C	01-04, 94-98	0	0
43	PP2Q17D	01-04, 94-98	0	0
44	PP2Q17E	01-04, 94-98	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
45	PP2Q18A	01-03, 94-98	0	0
46	PP2Q18B	01-03, 94-98	0	0
47	PP2Q18C	01-03, 94-98	0	0
48	PP2Q18D	01-03, 94-98	0	0
49	PP2Q18E	01-03, 94-98	0	0
50	PP2Q19	01-02, 09, 94-98	0	0
51	PP2Q19A	01-05, 94-99	0	0
52	PP2Q19B	01-05, 94-99	0	0
53	PP2Q19C	01-05, 94-99	0	0
54	PP2Q19D	01-05, 94-99	0	0
55	PP2Q19E	01-05, 94-99	0	0
56	PP2Q20A1	01, 94-99	0	0
57	PP2Q20A2	01, 94-99	0	0
58	PP2Q20A3	01, 94-99	0	0
59	PP2Q20A4	01, 94-99	0	0
60	PP2Q20A9	01, 94-99	0	0
61	PP2Q20B1	01, 94-99	0	0
62	PP2Q20B2	01, 94-99	0	0
63	PP2Q20B3	01, 94-99	0	0
64	PP2Q20B4	01, 94-99	0	0
65	PP2Q20B9	01, 94-99	1	0.16
66	PP2Q20C1	01, 94-99	0	0
67	PP2Q20C2	01, 94-99	0	0
68	PP2Q20C3	01, 94-99	0	0
69	PP2Q20C4	01, 94-99	0	0
70	PP2Q20C9	01, 94-99	0	0
71	PP2Q20D1	01, 94-99	0	0
72	PP2Q20D2	01, 94-99	0	0
73	PP2Q20D3	01, 94-99	0	0
74	PP2Q20D4	01, 94-99	0	0
75	PP2Q20D9	01, 94-99	1	0.16
76	PP2Q20E1	01, 94-99	0	0
77	PP2Q20E2	01, 94-99	0	0
78	PP2Q20E3	01, 94-99	0	0
79	PP2Q20E4	01, 94-99	0	0
80	PP2Q20E9	01, 94-99	1	0.16
81	PP2Q20F1	01, 94-99	0	0
82	PP2Q20F2	01, 94-99	0	0
83	PP2Q20F3	01, 94-99	0	0
84	PP2Q20F4	01, 94-99	0	0
85	PP2Q20F9	01, 94-99	1	0.16
86	PP2Q20G1	01, 94-99	0	0
87	PP2Q20G2	01, 94-99	0	0
88	PP2Q20G3	01, 94-99	0	0
89	PP2Q20G4	01, 94-99	0	0
90	PP2Q20G9	01, 94-99	1	0.16
91	PP2Q20SP	01-09, 94-99	1	0.16
92	PP2Q20H1	01, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
93	PP2Q20H2	01, 94-99	0	0
94	PP2Q20H3	01, 94-99	0	0
95	PP2Q20H4	01, 94-99	0	0
96	PP2Q20H9	01, 94-99	0	0
97	PP2Q21AD	00-30, 94-98	58	9.31
98	PP2Q21AN	00-30, 94-98	1	0.16
99	PP2Q21BD	00-30, 94-98	0	0
100	PP2Q21BN	00-30, 94-98	1	0.16
101	PP2Q21CD	00-50, 94-98	1	0.16
102	PP2Q21CN	00-50, 94-98	0	0
103	PP2Q21DD	00-50, 94-98	0	0
104	PP2Q21DN	00-50, 94-98	0	0
105	PP2Q21ED	00-98	0	0
106	PP2Q21EN	00-98	0	0
107	PP2Q21FD	00-50, 94-98	0	0
108	PP2Q21FN	00-50, 94-98	0	0
109	PP2Q21GD	00-20, 94-98	2	0.32
110	PP2Q21GN	00-20, 94-98	1	0.16
111	PP2Q21SP	01-09, 94-98	1	0.16
112	PP2Q21HD	00-20, 94-98	0	0
113	PP2Q21HN	00-20, 94-98	0	0
114	PP2Q22	01, 02, 09, 94-98	0	0
115	PP2Q22A	01-08, 94-99	0	0
116	PP2Q22B	01-08, 94-99	0	0
117	PP2Q22C	01-08, 94-99	0	0
118	PP2Q22D	01-08, 94-99	0	0
119	PP2Q22E	01-08, 94-99	0	0
120	PP2Q22F	01-08, 94-99	0	0
121	PP2Q22G	01-08, 94-99	0	0
122	PP2Q22H	01-08, 94-99	0	0
123	PP2Q23	01-02, 94-98	2	0.32
124	PP2Q24AP	01-02, 93-98	0	0
125	PP2Q24AS	01-02, 93-98	0	0
126	PP2Q24BP	01-02, 93-98	0	0
127	PP2Q24BS	01-02, 93-98	0	0
128	PP2Q24CP	01-02, 93-98	0	0
129	PP2Q24CS	01-02, 93-98	0	0
130	PP2Q24DP	01-02, 93-98	0	0
131	PP2Q24DS	01-02, 93-98	0	0
132	PP2Q25	01-02, 94-98	2	0.32
133	PP2Q26A	01-05, 94-98	2	0.32
134	PP2Q26B	01-05, 94-98	2	0.32
135	PP2Q26C	01-05, 94-98	0	0
136	PP2Q26D	01-05, 94-98	0	0
137	PP2Q26E	01-05, 94-98	0	0
138	PP2Q27A	001-050, 993-999	3	0.48
139	PP2Q27B	001-050, 993-999	0	0
140	PP2Q27C	001-050, 993-999	0	0
141	PP2Q27D	001-050, 993-999	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
142	PP2Q27E	001-050, 993-999	0	0
143	PP2Q28A	01-02, 94-98	0	0
144	PP2Q28AN	00-04, 94-99	0	0
145	PP2Q28AD	01, 94-99	0	0
146	PP2Q28B	01-02, 94-98	0	0
147	PP2Q28BN	00-06, 94-99	0	0
148	PP2Q29A	01-04, 94-98	0	0
149	PP2Q29B	01-04, 94-98	0	0
150	PP2Q29C	01-04, 94-98	0	0
151	PP2Q29D	01-04, 94-98	0	0
152	PP2Q30A	01-03, 09, 94-98	1	0.16
153	PP2Q30B	01-03, 09, 94-98	0	0
154	PP2Q30C	01-03, 09, 94-98	0	0
155	PP2Q30D	01-03, 09, 94-98	0	0
156	PP2Q30E	01-03, 09, 94-98	0	0
157	PP2Q30F	01-03, 09, 94-98	0	0
158	PP2Q31A	000-998	1	0.16
159	PP2Q31B	000-998	3	0.48
160	PP2Q31C	000-998	3	0.48
161	PP2Q31D	000-600, 994-998	0	0
162	PP2Q31E	000-998	0	0
163	PP2Q31F	000-500, 994-998	0	0
164	PP2Q31G	000-300, 994-998	0	0
165	PP2Q31H	000-600, 994-998	1	0.16
166	PP2Q31I	000-200, 994-998	1	0.16
167	PP2Q32	000-240, 994-998	20	3.21
168	PP2Q33	01-02, 94-98	0	0
169	PP2Q34A	01-04, 09, 94-98	0	0
170	PP2Q34B	01-04, 09, 94-98	0	0
171	PP2Q34C	01-04, 09, 94-98	0	0
172	PP2Q34D	01-04, 09, 94-98	0	0
173	PP2Q34E	01-04, 09, 94-98	0	0
174	PP2Q35	01-05, 94-98	0	0
175	PP2Q36	01-03, 94-98	0	0
176	PP2Q37	00-70, 94-98	0	0
177	PP2Q38	00-20, 94-98	5	0.80
178	PP2Q39	01, 02, 94-98	0	0
179	PP2Q40	01-06, 94-98	0	0
180	PP2Q41	01-05, 94-98	0	0
181	PP2Q421	01, 94-99	0	0
182	PP2Q422	01, 94-99	1	0.16
183	PP2Q423	01, 94-99	1	0.16
184	PP2Q424	01, 94-99	1	0.16
185	PP2Q425	01, 94-99	0	0
186	PP2Q426	01, 94-99	1	0.16
187	PP2Q43A	000-025, 993-998	2	0.32
188	PP2Q43C	000-025, 993-998	0	0
189	PP2Q43D	000-025, 993-998	2	0.32

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
190	PP2Q43E	000-010, 993-998	1	0.16
191	PP2Q43F	000-050, 993-998	0	0
192	PP2Q43G	000-200, 993-998	0	0
193	PP2Q43H	000-200, 993-998	0	0
194	PP2Q43I	000-100, 993-998	0	0
195	PP2Q44	00-98	1	0.16
196	PP2Q45	000-300, 993-998	2	0.32
197	PP2Q46	000-150, 993-998	0	0
198	PP2Q47	00-98	0	0
199	PP2Q48	0000-9998	0	0
200	PP2Q49	0000-9998	0	0
201	PP2Q50	000-998	0	0
202	PP2Q51	000-998	0	0
203	PP2Q52A	000-100, 994-998	0	0
204	PP2Q52B	000-100, 994-998	0	0
205	PP2Q52C	000-100, 994-998	1	0.16
206	PP2Q52D	000-100, 994-998	0	0
207	PP2Q52E	000-100, 994-998	0	0
208	PP2Q53	0000-6000, 9994-9998	0	0
209	PP2Q54	0000-6000, 9992, 9994-9998	1	0.16
210	PP2Q55A	00-02, 94-98	0	0
211	PP2Q55B	00-02, 94-98	0	0
212	PP2Q56	000-100, 994-998	1	0.16
213	PP2Q57	000-100, 994-998	1	0.16
214	PP2Q58	000-100, 994-998	3	0.48
215	PP2Q591	01-02, 94-98	0	0
216	PP2Q592	000-999	1	0.16
217	PP2Q60	00-30, 92-98	0	0
218	PP2Q61	00-98	1	0.16
219	PP2Q62	000-998	0	0
220	PP2Q63	54-76, 92-98	15	2.41
221	PP2Q64A	01, 02, 94-98	0	0
222	PP2Q64B	01, 02, 94-98	0	0
223	PP2Q65A	01-05, 94-98	0	0
224	PP2Q65B	01-05, 94-98	0	0
225	PP2Q66	01, 02, 94-98	0	0
226	PP2Q67A	01-05, 94-98	0	0
227	PP2Q67B	01-05, 94-98	0	0
228	PP2Q67C	01-05, 94-98	0	0
229	PP2Q68	01-05, 09, 94-98	0	0
230	PP2Q69A	01-05, 94-98	0	0
231	PP2Q69B	01-05, 94-98	0	0
232	PP2Q70	00-98	2	0.32
233	PP2Q71A	01, 02, 94-98	0	0
234	PP2Q71B	01, 02, 94-99	1	0.16
235	PP2Q72A	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
236	PP2Q72B	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
237	PP2Q72C	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
238	PP2Q72D	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
239	PP2Q72E	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
240	PP2Q731	01, 94-99	0	0
241	PP2Q732	01, 94-99	0	0
242	PP2Q733	01, 94-99	0	0
243	PP2Q734	01, 94-99	0	0
244	PP2Q735	01, 94-99	0	0
245	PP2Q736	01, 94-99	0	0
246	PP2Q737	01, 94-99	0	0
247	PP2Q738	01, 94-99	0	0
248	PP2Q739	01, 94-99	0	0
249	PP2Q7310	10-19, 21-29, 31-35, 39, 41-47, 49-71, 94-99	0	0
250	PP2Q741	01, 94-99	0	0
251	PP2Q742	01, 94-99	0	0
252	PP2Q743	10-19, 21-29, 31-35, 39, 41-47, 49-71, 94-99	3	0.48
253	PP2Q75A	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
254	PP2Q75B	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
255	PP2Q75C	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
256	PP2Q75D	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
257	PP2Q75E	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
258	PP2Q761	01, 02, 94-99	0	0
259	PP2Q762	0000-9999	0	0
260	PP2Q763	000-999	0	0
261	PP2Q764	00-99	0	0
262	STATE	Usual 2 Letter Post Office Abbreviations for States		
263	REGION	1-4	0	0
264	MONTH	01-13	0	0
265	EDLEVEL	2-3	0	0
266	CLASSIZE	5, 6	0	0
267	NLOCDOM	1-4	0	0

EXHIBIT 4

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA
FOR THE STUDENT QUESTIONNAIRE

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	STDQ1	01, 02, 94-98	5	0.02
2	STDQ2	01-09, 94-98	0	0
3	STDQ3	01-06, 94-98	51	0.16
4	STDQ4	01-05, 94-98	0	0
5	STDQ5	01-13, 94-98	0	0
6	STDQ6A	01, 02, 94-98	2	0.01
7	STDQ6B	01, 02, 94-98	2	0.01
8	STDQ6C	01, 02, 94-98	3	0.01
9	STDQ6D	01, 02, 94-98	2	0.01
10	STDQ6E	01, 02, 94-98	3	0.01
11	STDQ7	01-06, 94-98	0	0
12	STDQ8	01-05, 94-98	0	0
13	STDQ9A	01, 94-99	1	0.003
14	STDQ9B	01, 94-99	0	0
15	STDQ9C	01, 94-99	3	0.01
16	STDQ9D	01, 94-99	2	0.01
17	STDQ9E	01, 02, 05, 06, 09, 10, 15, 94-99	139	0.44
18	STDQ10A	01-03, 94-98	0	0
19	STDQ10B	01-03, 94-98	0	0
20	STDQ10C	01-03, 94-98	0	0
21	STDQ10D	01-03, 94-98	1	0.003
22	STDQ11	01-06, 94-98	0	0
23	STDQ12A	01-03, 94-98	0	0
24	STDQ12B	01-03, 94-98	0	0
25	STDQ12C	01-03, 94-98	0	0
26	STDQ12D	01-03, 94-98	0	0
27	STDQ12E	01-03, 94-98	0	0
28	STDQ12F	01-03, 94-98	0	0
29	STDQ13A	01-03, 94-98	0	0
30	STDQ13B	01-03, 94-98	0	0
31	STDQ13C	01-03, 94-98	0	0
32	STDQ14A	01-03, 94-98	1	0.003
33	STDQ14B	01-03, 94-98	0	0
34	STDQ14C	01-03, 94-98	0	0
35	STDQ14D	01-03, 94-98	0	0
36	STDQ14E	01-03, 94-98	0	0
37	STDQ14F	01-03, 94-98	1	0.003
38	STDQ15A	01-05, 09, 94-98	3	0.01
39	STDQ15B	01-05, 09, 94-98	2	0.01
40	STDQ15C	01-05, 09, 94-98	2	0.01
41	STDQ15D	01-05, 09, 94-98	2	0.01
42	STDQ16A	01-02, 94-98	0	0
43	STDQ16B	01-02, 94-98	1	0.003
44	STDQ16C	01-02, 94-98	0	0
45	STDQ16D	01-02, 94-98	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
46	STDQ16E	01-02, 94-98	0	0
47	STDQ16F	01-02, 94-98	0	0
48	STDQ16G	01-02, 94-98	0	0
49	STDQ16H	01-02, 94-98	0	0
50	STDQ17	01-04, 94-98	2	0.01
51	STDQ18	01-04, 94-98	2	0.01
52	STDQ19	01-02, 94-98	0	0
53	STDQ19A	01-20, 94-99	42	0.13
54	STDQ20	01-02, 94-98	0	0
55	STDQ20A	00-13, 94-99	21	0.07
56	STDQ20B	00-05, 94-99	48	0.15
57	STDQ21	01-02, 94-98	0	0
58	STDQ21A	01-29, 94-99	46	0.15
59	STDQ22	01-02, 94-98	0	0
60	STDQ22A	00-20, 94-99	20	0.06
61	STDQ22B	00-20, 94-99	13	0.04
62	STDQ23	01-02, 94-98	0	0
63	STDQ23A	00-12, 94-99	17	0.05
64	STDQ23B	00-17, 94-99	26	0.08
65	STDQ24	01-02, 94-98	0	0
66	STDQ25	01-02, 94-98	1	0.003
67	STDQ26	01-02, 94-98	0	0
68	STDQ27	01-02, 94-98	1	0.003
69	STDQ28	01-02, 94-98	0	0
70	STDQ29	01-03, 94-98	0	0
71	STDQ30	01-07, 94-98	0	0
72	STDQ31	01-02, 94-98	0	0
73	STDQ32	01-03, 94-98	0	0
74	STDQ33	01-07, 94-98	2	0.01
75	STDQ34	01-02, 94-98	2	0.01
76	STDQ35	01-04, 94-98	2	0.01
77	STDQ36	01-09, 94-98	29	0.09
78	STDQ37	01-07, 94-98	0	0
79	STDQ38	01-04, 94-98	0	0
80	STDQ39	01-07, 94-98	3	0.01
81	STDQ40	01-02, 94-98	0	0
82	STDQ41	01-05, 94-98	2	0.01
83	STDQ42	01-02, 94-98	0	0
84	STDQ43A	01-03, 94-98	1	0.003
85	STDQ43B	01-03, 94-98	0	0
86	STDQ43C	01-03, 94-98	1	0.003
87	STDQ44A	01-03, 09, 94-98	2	0.01
88	STDQ44B	01-03, 94-98	3	0.01
89	STDQ45A	01-03, 94-98	0	0
90	STDQ45B	01-03, 94-98	0	0
91	STDQ45C	01-03, 94-98	0	0
92	STDQ45D	01-03, 94-98	0	0
93	STDQ45E	01-03, 94-98	1	0.003
94	STDQ45F	01-03, 94-98	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
95	STDQ45G	01-03, 94-98	0	0
96	STDQ46A	01-03, 94-98	0	0
97	STDQ46B	01-03, 94-98	0	0
98	STDQ46C	01-03, 94-98	0	0
99	STDQ46D	01-03, 94-98	0	0
100	STDQ46E	01-03, 94-98	0	0
101	STDQ47A	01, 94-99	0	0
102	STDQ47B	01, 94-99	1	0.003
103	STDQ47C	01, 94-99	1	0.003
104	STDQ47D	01, 94-99	0	0
105	STDQ47E	01, 94-99	0	0
106	STDQ48	01-07, 94-98	6	0.02
107	STDQ49	01-02, 94-98	1	0.003
108	STDQ50	01-02, 94-98	2	0.01
109	STDQ51	01-05, 94-98	2	0.01
110	STDQ52	01-05, 94-98	1	0.003
111	STDQ53	01-05, 94-98	2	0.01
112	STDQ54	01-02, 94-98	0	0
113	STDQ55A	01-03, 94-98	0	0
114	STDQ55B	01-03, 94-98	0	0
115	STDQ55C	01-03, 94-98	0	0
116	STDQ55D	01-03, 94-98	0	0
117	STDQ56A	01-03, 94-98	0	0
118	STDQ56B	01-03, 94-98	1	0.003
119	STDQ56C	01-03, 94-98	0	0
120	STDQ56D	01-03, 94-98	0	0
121	STDQ56E	01-03, 94-98	0	0
122	STDQ56F	01-03, 94-98	0	0
123	STDQ56G	01-03, 94-98	0	0
124	STDQ56H	01-03, 94-98	0	0
125	STDQ57A	01-03, 94-98	0	0
126	STDQ57B	01-03, 94-98	0	0
127	STDQ57C	01-03, 94-98	0	0
128	STDQ57D	01-03, 94-98	0	0
129	STDQ58	01-05, 12, 14, 16, 23-25, 94-98	61	0.19
130	STDQ59A	01, 94-99	0	0
131	STDQ59B	01, 94-99	1	0.003
132	STDQ59C	01, 94-99	2	0.01
133	STDQ59D	01, 94-99	0	0
134	STDQ59E	01, 94-99	0	0
135	STDQ59F	01-12, 94-99	14	0.04
136	STDQ60A	01-03, 94-98	1	0.003
137	STDQ60B	01-03, 94-98	0	0
138	STDQ60C	01-03, 94-98	0	0
139	STDQ60D	01-03, 94-98	1	0.003
140	STDQ61A	01-03, 94-98	0	0
141	STDQ61B	01-03, 94-98	0	0
142	STDQ61C	01-03, 94-98	0	0
143	STDQ61D	01-03, 94-98	0	0
144	STDQ62A	01-03, 94-98	1	0.003

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
145	STDQ62B	01-03, 94-98	0	0
146	STDQ62C	01-03, 94-98	0	0
147	STDQ62D	01-03, 94-98	0	0
148	STDQ63	01-09, 11, 94-98	23	0.07
149	STDQ64A	01-03, 94-98	0	0
150	STDQ64B	01-03, 94-98	0	0
151	STDQ64C	01-03, 94-98	0	0
152	STDQ65	01-13, 94-98	21	0.07
153	STDQ66	01-05, 94-98	1	0.003
154	STDQ67A	01, 94-99	1	0.003
155	STDQ67B	01, 94-99	0	0
156	STDQ67C	01, 94-99	1	0.003
157	STDQ67D	01, 94-99	2	0.01
158	STDQ67E	01, 94-99	0	0
159	STDQ67F	01-07, 94-99	41	0.13
160	STDQ68A	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	56	0.18
161	STDQ68B	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	1	0.003
162	STDQ68C	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
163	STDQ68D	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	0	0
164	STDQ68E	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	3	0.01
165	STDQ69	01-04, 93-98	28	0.09
166	STDQ70	01-02, 93-99	10	0.03
167	STDCODE	01-07, 93-99	0	0
168	STATE	Two Letter U.S. Post Office Abbreviations	0	0
169	REGION	1-4	0	0
170	MONTH	01-08	0	0
171	EDLEVEL	2-3	0	0
172	CLASSIZE	5, 6	0	0
173	NLOCDOM	1-4	0	0

EXHIBIT 5

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR THE STUDENT INTERVIEW QUESTIONNAIRE
DETAIL I

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	SID1S1	01-02, 94-99, Blank	0	0
2	SID1S1YA	00-92, 94-99, Blank	0	0
3	SID1S1YB	00-92, 94-99, Blank	0	0
4	SID1S1YC	00-92, 94-99, Blank	0	0
5	SID1S2	01-02, 94-99, Blank	0	0
6	SID1S2YA	00-92, 94-99, Blank	0	0
7	SID1S2YB	00-92, 94-99, Blank	0	0
8	SID1S2YC	00-92, 94-99, Blank	0	0
9	SID1S3	01-02, 94-99, Blank	0	0
10	SID1S3YA	00-92, 94-99, Blank	0	0
11	SID1S3YB	00-92, 94-99, Blank	0	0
12	SID1S3YC	00-92, 94-99, Blank	0	0
13	SID1SQN1	01-03, 94-99	0	0
14	SID1Q01	01-03, 94-99	0	0
15	SID1Q02	01-02, 94-99	0	0
16	SID1Q03	01-02, 94-99	0	0
17	SID1Q04A	01-07, 10, 11, 94-99	1	0.02
18	SID1Q04B	01-07, 10, 11, 94-99	0	0
19	SID1Q04C	01-07, 10, 11, 94-99	0	0
20	SID1Q04D	01-07, 10, 11, 94-99	0	0
21	SID1Q05	000-999	0	0
22	SID1Q06A	01, 94-99	0	0
23	SID1Q06B	01, 94-99	0	0
24	SID1Q06C	01, 94-99	0	0
25	SID1Q06D	01, 94-99	0	0
26	SID1Q06E	01, 94-99	0	0
27	SID1Q06F	01, 94-99	0	0
28	SID1Q06G	01, 94-99	0	0
29	SID1Q06H	01, 94-99	0	0
30	SID1Q06I	01, 94-99	0	0
31	SID1Q06J	10-13, 94-99	0	0
32	SID1Q07	01-06, 94-99	0	0
33	SID1Q08	01-02, 94-99	0	0
34	SID1Q09	01-02, 94-99	0	0
35	SID1Q10	01-02, 94-99	0	0
36	SID1Q10N	02-99	2	0.03
37	SID1Q11	01-02, 94-99	0	0
38	SID1Q12	01-02, 94-99	0	0
39	SID1Q13	01-02, 94-99	0	0
40	SID1Q14	01-02, 09, 94-99	0	0
41	SID1Q15	01-05, 09, 94-99	0	0
42	SID1Q16	01-02, 09, 94-99	0	0
43	SID1Q17	01-03, 09, 94-99	0	0
44	SID1Q18	01-02, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
45	SID1Q19	01-02, 94-99	0	0
46	SID1Q20	01-03, 09, 94-99	0	0
47	SID1Q21	01-05, 09, 94-99	0	0
48	SID1Q22	01-05, 09, 94-99	0	0
49	SID1Q23	01-03, 09, 94-99	0	0
50	SID1Q24	01-02, 94-99	0	0
51	SID1Q25A	01, 94-99	0	0
52	SID1Q25B	01, 94-99	0	0
53	SID1Q25C	01, 94-99	0	0
54	SID1Q25D	01-03, 94-99	0	0
55	SID1Q26	01-02, 94-99	0	0
56	SID1Q27	01-02, 94-99	0	0
57	SID1Q28A	01-04, 93-99	0	0
58	SID1Q28B	01-04, 93-99	0	0
59	SID1Q28C	01-04, 93-99	0	0
60	SID1Q29	01-02, 94-99	0	0
61	SID1Q30A	01, 94-99	0	0
62	SID1Q30B	01, 94-99	0	0
63	SID1Q30C	01, 94-99	0	0
64	SID1Q30D	01, 94-99	0	0
65	SID1Q30E	01, 94-99	0	0
66	SID1Q30F	01-10, 94-99	0	0
67	SID1Q31	01-02, 94-99	0	0
68	SID1Q32	01-02, 94-99	0	0
69	SID1Q33A	01, 94-99	1	0.02
70	SID1Q33B	01, 94-99	0	0
71	SID1Q33C	01, 94-99	0	0
72	SID1Q33D	01, 94-99	0	0
73	SID1Q33E	01, 94-99	0	0
74	SID1Q33F	01, 94-99	0	0
75	SID1Q33G	01, 94-99	1	0.02
76	SID1Q33H	01-11, 94-99	1	0.02
77	SID1Q33I	01, 94-99	0	0
78	SID1Q34A	01, 94-99	0	0
79	SID1Q34B	01, 94-99	0	0
80	SID1Q34C	01, 94-99	0	0
81	SID1Q34D	01, 94-99	0	0
82	SID1Q34E	01, 94-99	0	0
83	SID1Q34F	01-14, 94-99	0	0
84	SID1Q34G	01-06, 08, 09, 13, 16, 19, 20, 22-24, 28, 94-99	0	0
85	STATE	Two Letter U.S. Post Office Abbreviations	0	0
86	REGION	1-4	0	0
87	MONTH	01-08	0	0
88	EDLEVEL	2-3	0	0
89	CLASSIZE	5, 6	0	0
90	NLOCDOM	1-4	0	0

EXHIBIT 6

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA
FOR STUDENT INTERVIEW QUESTIONNAIRE
DETAIL II

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	SID2S1	01-02, 94-99, Blank	0	0
2	SID2S1YA	00-92, 94-99, Blank	0	0
3	SID2S1YB	00-92, 94-99, Blank	0	0
4	SID2S1YC	00-92, 94-99, Blank	0	0
5	SID2S2	01-02, 94-99, Blank	0	0
6	SID2S2YA	00-92, 94-99, Blank	0	0
7	SID252YB	00-92, 94-99, Blank	0	0
8	SID2S2YC	00-92, 94-99, Blank	0	0
9	SID2SQN1	01-02, 94-99	0	0
10	SID2Q01	01-03, 94-99	0	0
11	SID2Q02	01-02, 94-99	0	0
12	SID2Q03A	01, 94-99	0	0
13	SID2Q03B	01, 94-99	0	0
14	SID2Q03C	01, 94-99	0	0
15	SID2Q03D	01, 94-99	0	0
16	SID2Q03E	01, 94-99	0	0
17	SID2Q03F	01, 94-99	0	0
18	SID2Q03G	01, 94-99	0	0
19	SID2Q03H	01, 94-99	0	0
20	SID2Q03I	01, 94-99	0	0
21	SID2Q03J	10-13, 94-99	1	0.02
22	SID2Q04	01-06, 94-99	0	0
23	SID2Q05	01-02, 94-99	0	0
24	SID2Q06	01-02, 94-99	0	0
25	SID2Q07	01-02, 94-99	0	0
26	SID2Q07N	02-99	3	0.05
27	SID2Q08	01-02, 94-99	0	0
28	SID2Q09	01-02, 94-99	0	0
29	SID2Q10	01-02, 94-99	0	0
30	SID2Q11	01-02, 09, 94-99	0	0
31	SID2Q12	01-05, 09, 94-99	0	0
32	SID2Q13	01-03, 94-99	0	0
33	SID2Q14	01-03, 09, 94-99	0	0
34	SID2Q15	01-02, 94-99	0	0
35	SID2Q16	01-02, 94-99	0	0
36	SID2Q17	01-03, 09, 94-99	0	0
37	SID2Q18	01-05, 09, 94-99	0	0
38	SID2Q19	01-05, 09, 94-99	1	0.02
39	SID2Q20	01-03, 09, 94-99	0	0
40	SID2Q21	01-02, 94-99	0	0
41	SID2Q22A	01, 94-99	0	0
42	SID2Q22B	01, 94-99	2	0.03
43	SID2Q22C	01, 94-99	1	0.02
44	SID2Q22D	01-03, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
45	SID2Q23	01-02, 94-99	0	0
46	SID2Q24	01-02, 94-99	1	0.02
47	SID2Q25A	01-04, 94-99	0	0
48	SID2Q25B	01-04, 94-99	0	0
49	SID2Q25C	01-04, 94-99	0	0
50	SID2Q25D	01-04, 94-99	0	0
51	SID2Q26	01-02, 94-99	0	0
52	SID2Q27A	01, 94-99	0	0
53	SID2Q27B	01, 94-99	0	0
54	SID2Q27C	01, 94-99	0	0
55	SID2Q27D	01, 94-99	0	0
56	SID2Q27E	01, 94-99	0	0
57	SID2Q27F	01-10, 94-99	0	0
58	SID2Q28	01-02, 94-99	0	0
59	SID2Q29	01-02, 94-99	0	0
60	SID2Q30A	01, 94-99	1	0.02
61	SID2Q30B	01, 94-99	0	0
62	SID2Q30C	01, 94-99	0	0
63	SID2Q30D	01, 94-99	0	0
64	SID2Q30E	01, 94-99	0	0
65	SID2Q30F	01, 94-99	0	0
66	SID2Q30G	01, 94-99	0	0
67	SID2Q30H	01-11, 94-99	0	0
68	SID2Q30I	01, 94-99	3	0.05
69	SID2Q31A	01, 94-99	0	0
70	SID2Q31B	01, 94-99	0	0
71	SID2Q31C	01, 94-99	0	0
72	SID2Q31D	01, 94-99	0	0
73	SID2Q31E	01, 94-99	0	0
74	SID2Q31F	01-14, 94-99	0	0
75	SID2Q31G	01-06, 08, 09, 13, 16, 19, 20, 22-24, 28, 94-99	12	0.19
76	STATE	Two Letter U.S. Post Office Abbreviations	0	0
77	REGION	1-4	0	0
78	MONTH	01-08	0	0
79	EDLEVEL	2-3	0	0
80	CLASSIZE	5, 6	0	0
81	NLOCDOM	1-4	0	0

EXHIBIT 7

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR STUDENT INTERVIEW QUESTIONNAIRE
DETAIL III

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	SID3S1	01-02, 94-99, Blank	0	0
2	SID3S1Y	00-92, 94-99, Blank	0	0
3	SID3S2	01-02, 94-99, Blank	0	0
4	SID3S2Y	00-92, 94-99, Blank	0	0
5	SID3SQN1	01-02, 94-99	0	0
6	SID3Q01	01-02, 94-99	0	0
7	SID3Q02	01-02, 94-99	0	0
8	SID3Q03A	01-05, 11, 94-99	2	0.03
9	SID3Q03B	01-05, 11, 94-99	0	0
10	SID3Q03C	01-05, 11, 94-99	0	0
11	SID3Q03D	01-05, 11, 94-99	0	0
12	SID3Q04	000-999	0	0
13	SID3Q05A	01, 94-99	1	0.01
14	SID3Q05B	01, 94-99	0	0
15	SID3Q05C	01, 94-99	0	0
16	SID3Q05D	01, 94-99	0	0
17	SID3Q05E	01, 94-99	0	0
18	SID3Q05F	01, 94-99	0	0
19	SID3Q05G	01, 94-99	0	0
20	SID3Q05H	01, 94-99	0	0
21	SID3Q05I	01, 94-99	2	0.03
22	SID3Q05J	10-13, 94-99	1	0.01
23	SID3Q06	01-06, 94-99	0	0
24	SID3Q07	01-02, 94-99	0	0
25	SID3Q08	01-02, 94-99	0	0
26	SID3Q09	01-02, 09, 94-99	0	0
27	SID3Q09N	02-92, 94-99	2	0.03
28	SID3Q10	01-02, 94-99	1	0.01
29	SID3Q11	01-02, 94-99	0	0
30	SID3Q12	01-02, 94-99	0	0
31	SID3Q13	01-02, 09, 94-99	0	0
32	SID3Q14	01-05, 09, 94-99	0	0
33	SID3Q15	01-02, 09, 94-99	0	0
34	SID3Q16	01-03, 09, 94-99	0	0
35	SID3Q17	01-02, 94-99	0	0
36	SID3Q18	01-02, 94-99	0	0
37	SID3Q19	01-03, 09, 94-99	0	0
38	SID3Q20	01-05, 09, 94-99	0	0
39	SID3Q21	01-05, 09, 94-99	0	0
40	SID3Q22	01-03, 09, 94-99	0	0
41	SID3Q23A	01, 94-99	3	0.04
42	SID3Q23B	01, 94-99	1	0.01
43	SID3Q23C	01, 94-99	0	0
44	SID3Q23D	01, 94-99	1	0.01

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
45	SID3Q23E	01, 94-99	0	0
46	SID3Q23F	01, 94-99	0	0
47	SID3Q23G	01, 94-99	2	0.03
48	SID3Q23H	01-11, 94-99	0	0
49	SID3Q23I	01, 94-99	2	0.03
50	SID3Q24A	01, 94-99	0	0
51	SID3Q24B	01, 94-99	0	0
52	SID3Q24C	01, 94-99	0	0
53	SID3Q24D	01, 94-99	0	0
54	SID3Q24E	01, 94-99	0	0
55	SID3Q24F	01-14, 94-99	2	0.03
56	SID3Q24G	01-06, 08, 09, 13, 16, 19, 20, 22-24, 28, 94-99	19	0.25
57	STATE	Two Letter U.S. Post Office Abbreviations	0	0
58	REGION	1-4	0	0
59	MONTH	01-08	0	0
60	EDLEVEL	2-3	0	0
61	CLASSIZE	5-6	0	0
62	NLOCDOM	1-4	0	0

EXHIBIT 8

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR THE POST INTERVIEW CHECK

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	SQROB<1	00-99	1	0.03
2	SIROB<1	00-99	0	0
3	SQROB<10	00-99	1	0.03
4	SQROB>10	00-99	0	0
5	SIROB<10	00-99	0	0
6	SIROB>10	00-99	0	0
7	SQTFT<1	00-99	2	0.06
8	SQTFT<10	00-99	0	0
9	SQTFT>10	00-99	0	0
10	SITFT<1	00-99	0	0
11	SITFT<10	00-99	0	0
12	SITFT>10	00-99	0	0
13	SQATTDR	00-99	0	0
14	SQATTNDR	00-99	0	0
15	SIATTDR	00-99	0	0
16	SIATTNDR	00-99	0	0
17	SQ19DISC	019, 998, 999	0	0
18	SQ19R1	01-07, 94-99	0	0
19	SQ19R2	01-07, 94-99	0	0
20	SQ19R3	01-07, 94-99	0	0
21	SQ19COR	00-99	3	0.09
22	SQ20ADSC	20A, 998, 999	0	0
23	SQ20AR1	01-07, 94-99	1	0.03
24	SQ20AR2	01-07, 94-99	0	0
25	SQ20AR3	01-07, 94-99	0	0
26	SQ20ACOR	00-99	0	0
27	SQ20BDSC	20B, 998, 999	0	0
28	SQ20BR1	01-07, 94-99	0	0
29	SQ20BR2	01-07, 94-99	0	0
30	SQ20BR3	01-07, 94-99	0	0
31	SQ20BCOR	00-99	0	0
32	SQ21DISC	021, 998, 999	0	0
33	SQ21R1	01-07, 94-99	0	0
34	SQ21R2	01-07, 94-99	0	0
35	SQ21R3	01-07, 94-99	0	0
36	SQ21COR	00-99	3	0.09
37	SQ22ADSC	22A, 998, 999	0	0
38	SQ22AR1	01-07, 94-99	0	0
39	SQ22AR2	01-07, 94-99	0	0
40	SQ22AR3	01-07, 94-99	0	0
41	SQ22ACOR	00-99	4	0.12
42	SQ22BDSC	22B, 998, 999	0	0
43	SQ22BR1	01-07, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
44	SQ22BR2	01-07, 94-99	0	0
45	SQ22BR3	01-07, 94-99	0	0
46	SQ22BCOR	00-99	0	0
47	SQ23ADSC	23A, 998, 999	0	0
48	SQ23AR1	01-07, 94-99	0	0
49	SQ23AR2	01-07, 94-99	1	0.03
50	SQ23AR3	01-07, 94-99	0	0
51	SQ23ACOR	00-99	1	0.03
52	SQ23BDSC	23B, 998, 999	0	0
53	SQ23BR1	01-07, 94-99	0	0
54	SQ23BR2	01-07, 94-99	0	0
55	SQ23BR3	01-07, 94-99	0	0
56	SQ23BCOR	00-99	0	0
57	STATE	Two letter Post Office Abbreviations	0	0
58	REGION	1-4	0	0
59	MONTH	05-08	0	0
60	EDLEVEL	2-3	0	0
61	CLASSIZE	5-6	0	0
62	NLOCDOM	1-4	0	0

EXHIBIT 9

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR THE TEACHER QUESTIONNAIRE

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	TCHQ1	00-60, 94-98	9	0.04
2	TCHQ2	01-05, 94-98	0	0
3	TCHQ3	01-02, 94-98	0	0
4	TCHQ4	01-05, 94-98	0	0
5	TCHQ5	01-06, 94-98	15	0.06
6	TCHQ6	01-07, 10, 94-98	5	0.02
7	TCHQ7A	01-05, 94-98	0	0
8	TCHQ7B	01-05, 94-98	0	0
9	TCHQ8	01-16, 94-98	15	0.06
10	TCHQ9	000-992, 994-998	56	0.23
11	TCHQ10K	01, 94-99	1	0.004
12	TCHQ101	01, 94-99	1	0.004
13	TCHQ102	01, 94-99	1	0.004
14	TCHQ103	01, 94-99	1	0.004
15	TCHQ104	01, 94-99	1	0.004
16	TCHQ105	01, 94-99	1	0.004
17	TCHQ106	01, 94-99	14	0.06
18	TCHQ107	01, 94-99	2	0.01
19	TCHQ108	01, 94-99	2	0.01
20	TCHQ109	01, 94-99	1	0.004
21	TCHQ1010	01, 94-99	1	0.004
22	TCHQ1011	01, 94-99	1	0.004
23	TCHQ1012	01, 94-99	1	0.004
24	TCHQ11	01-05, 94-98	0	0
25	TCHQ12A	01-05, 09, 94-98	0	0
26	TCHQ12B	01-05, 09, 94-98	0	0
27	TCHQ12C	01-05, 09, 94-98	0	0
28	TCHQ12D	01-05, 09, 94-98	0	0
29	TCHQ12E	01-05, 09, 94-98	0	0
30	TCHQ12F	01-05, 09, 94-98	0	0
31	TCHQ12G	01-05, 09, 94-98	0	0
32	TCHQ12H	01-05, 09, 94-98	0	0
33	TCHQ12I	01-05, 09, 94-98	0	0
34	TCHQ131	01-02, 94-98	0	0
35	TCHQ131A	00-20, 94-99	1	0.004
36	TCHQ131B	00-05, 94-99	3	0.01
37	TCHQ132	01-02, 94-98	0	0
38	TCHQ132A	00-20, 94-99	2	0.01
39	TCHQ132B	00-05, 94-99	2	0.01
40	TCHQ141	01-02, 94-98	0	0
41	TCHQ141A	00-30, 94-99	25	0.10
42	TCHQ141B	00-20, 94-99	9	0.04
43	TCHQ141C	00-05, 94-99	14	0.06
44	TCHQ142	01-02, 94-98	0	0
45	TCHQ142A	00-30, 94-99	26	0.11

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
46	TCHQ142B	00-20, 94-99	6	0.03
47	TCHQ142C	00-05, 94-99	15	0.06
48	TCHQ151	01-02, 94-98	0	0
49	TCHQ151A	00-02, 94-99	1	0.004
50	TCHQ151B	00-02, 94-99	1	0.004
51	TCHQ152	01-02, 94-98	0	0
52	TCHQ152A	00-02, 94-99	1	0.004
53	TCHQ152B	00-02, 94-99	1	0.004
54	TCHQ161	01-02, 94-98	0	0
55	TCHQ161A	00-03, 94-99	1	0.004
56	TCHQ161B	00-05, 94-99	3	0.01
57	TCHQ162	01-02, 94-98	0	0
58	TCHQ162A	00-20, 94-99	0	0
59	TCHQ162B	00-05, 94-99	4	0.02
60	TCHQ17A	01, 94-99	3	0.01
61	TCHQ17B	01, 94-99	4	0.02
62	TCHQ17C	01, 94-99	4	0.02
63	TCHQ17D	01, 94-99	1	0.004
64	TCHQ17E	01, 94-99	0	0
65	TCHQ17F	01, 94-99	0	0
66	TCHQ17G	01, 94-99	0	0
67	TCHQ17H	01, 94-99	2	0.01
68	TCHQ17I	01, 94-99	3	0.01
69	TCHQ17J	01, 94-99	10	0.04
70	TCHQ18A	01-04, 94-99	5	0.02
71	TCHQ18B	00-04, 94-99	4	0.02
72	TCHQ18C	00-04, 94-99	2	0.01
73	TCHQ18D	00-04, 94-99	1	0.004
74	TCHQ18E	00-04, 94-99	2	0.01
75	TCHQ18F1	01, 94-99	2	0.01
76	TCHQ18F2	01, 94-99	2	0.01
77	TCHQ18F3	01, 94-99	1	0.004
78	TCHQ18F4	01, 94-99	3	0.01
79	TCHQ18F5	01, 94-99	0	0
80	TCHQ18F6	01, 94-99	0	0
81	TCHQ18F7	01, 94-99	0	0
82	TCHQ18F8	01, 94-99	0	0
83	TCHQ18F9	01, 94-99	0	0
84	TCH18F10	01-04, 94-99	22	0.09
85	TCHQ18G1	01, 94-99	3	0.01
86	TCHQ18G2	01, 94-99	0	0
87	TCHQ18G3	01, 94-99	0	0
88	TCHQ18G4	01, 94-99	3	0.01
89	TCHQ18G5	01-17, 94-99	2	0.01
90	TCHQ18G6	01, 94-99	4	0.02
91	TCHQ18H	01-09, 94-99	36	0.15
92	TCHQ18I1	01-07, 10, 11, 94-99	24	0.10
93	TCHQ18I2	01-07, 10, 11, 94-99	3	0.01
94	TCHQ18I3	01-07, 10, 11, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
95	TCHQ18I4	01-07, 10, 11, 94-99	1	0.004
96	TCHQ18I5	01-07, 10, 11, 94-99	1	0.004
97	TCHQ18IB	0000-1000, 9994-9999	138	0.58
98	TCHQ19	01-04, 94-98	0	0
99	TCHQ20	01-04, 94-98	0	0
100	TCHQ21	01-04, 94-98	0	0
101	TCHQ22A	01-05, 94-98	0	0
102	TCHQ22B	01-05, 94-98	0	0
103	TCHQ22C	01-05, 94-98	0	0
104	TCHQ22D	01-05, 94-98	1	0.004
105	TCHQ22E	01-05, 94-98	0	0
106	TCHQ22F	01-05, 94-98	0	0
107	TCHQ23A	00-20, 94-98	251	1.05
108	TCHQ23B	00-20, 94-98	172	0.72
109	TCHQ23C	00-20, 94-98	247	1.03
110	TCHQ23D	00-99	136	0.57
111	TCHQ24A	01-03, 09, 94-98	1	0.004
112	TCHQ24B	01-03, 09, 94-98	1	0.004
113	TCHQ24C	01-03, 09, 94-98	0	0
114	TCHQ24D	01-03, 09, 94-98	1	0.004
115	TCHQ25A	01-04, 94-98	2	0.01
116	TCHQ25B	01-04, 94-98	1	0.004
117	TCHQ25C	01-04, 94-98	0	0
118	TCHQ25D	01-04, 94-98	3	0.01
119	TCHQ26A	01-03, 09, 94-98	0	0
120	TCHQ26B	01-03, 09, 94-98	0	0
121	TCHQ26C	01-03, 09, 94-98	0	0
122	TCHQ26D	01-03, 94-98	3	0.01
123	TCHQ26E	01-03, 94-98	3	0.01
124	TCHQ26F	01-03, 94-98	8	0.03
125	TCHQ27A	01-05, 94-98	3	0.01
126	TCHQ27B	01-05, 94-98	3	0.01
127	TCHQ27C	01-05, 94-98	2	0.01
128	TCHQ27D	01-05, 94-98	1	0.004
129	TCHQ27E	01-05, 94-98	2	0.01
130	TCHQ27F	01-05, 94-98	1	0.004
131	TCHQ27G	01-05, 94-98	3	0.01
132	TCHQ27H	01-05, 94-98	2	0.01
133	TCHQ28	01-04, 94-98	3	0.01
134	TCHQ29A	01-04, 94-98	1	0.004
135	TCHQ29B	01-04, 94-98	1	0.004
136	TCHQ29C	01-04, 94-98	2	0.01
137	TCHQ29D	01-04, 94-98	1	0.004
138	TCHQ29E	01-04, 94-98	2	0.01
139	TCHQ30	000-200, 994-998	138	0.58
140	TCHQ31A	000-100, 994-999	81	0.34
141	TCHQ31B	000-100, 994-999	90	0.38
142	TCHQ31C	000-100, 994-999	95	0.40
143	TCHQ31D	000-100, 994-999	105	0.44
144	TCHQ31E	000-100, 994-999	100	0.42

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
145	TCHQ31SP	01, 94-98	1	0.004
146	TCHQ31F	000-100, 994-999	37	0.15
147	TCHQ32AA	000-100, 994-999	106	0.44
148	TCHQ32AB	000-100, 994-999	115	0.48
149	TCHQ32AC	000-100, 994-999	114	0.48
150	TCHQ32BA	000-992, 994-998	145	0.61
151	TCHQ32BB	000-992, 994-998	132	0.55
152	TCHQ32BC	000-992, 994-998	210	0.88
153	TCHQ33A	000-100, 994-998	88	0.37
154	TCHQ33B	000-050, 994-998	63	0.26
155	TCHQ33C	000-200, 994-998	83	0.35
156	TCHQ33D	000-100, 994-998	104	0.44
157	TCHQ34	01-03, 94-98	2	0.01
158	TCHQ35	01-07, 94-98	4	0.02
159	TCHQ36	01-07, 94-98	5	0.02
160	TCHQ37A	01-03, 94-98	2	0.01
161	TCHQ37B	01-03, 94-98	1	0.004
162	TCHQ37C	01-03, 94-98	1	0.004
163	TCHQ37D	01-03, 94-98	2	0.01
164	TCHQ37E	01-03, 94-98	3	0.01
165	TCHQ38A	01-05, 94-98	0	0
166	TCHQ38B	01-05, 94-98	1	0.004
167	TCHQ38C	01-05, 94-98	0	0
168	TCHQ38D	01-05, 94-98	0	0
169	TCGQ38E	01-05, 94-98	1	0.004
170	TCHQ38F	01-05, 94-98	0	0
171	TCHQ39A	01-05, 94-98	1	0.004
172	TCHQ39B	01-05, 94-98	1	0.004
173	TCHQ39C	01-05, 94-98	0	0
174	TCHQ39D	01-05, 94-98	0	0
175	TCHQ39E	01-05, 94-98	0	0
176	TCHQ39F	01-05, 94-98	0	0
177	TCHQ39G	01-05, 94-98	0	0
178	TCHQ39H	01-05, 94-98	0	0
179	TCHQ39I	01-05, 94-98	1	0.004
180	TCHQ39J	01-05, 94-98	1	0.004
181	TCHQ40A	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	55	0.23
182	TCHQ40B	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	15	0.06
183	TCHQ40C	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	17	0.07
184	TCHQ40D	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	11	0.05
185	TCHQ40E	010-019, 021-029, 031-035, 039, 041-047, 049-071, 993-999	8	0.03
186	TCHQ41	01-02, 94-99	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
187	TCHCODE	01-02, 94-99	0	0
188	STATE	Two Letter U.S. Post Office Abbreviations	0	0
189	REGION	1-4	0	0
190	MONTH	01-08	0	0
191	EDLEVEL	2-3	0	0
192	CLASSIZE	5-6	0	0
193	NLOCDOM	1-4	0	0

EXHIBIT 10

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR THE SPECIAL TEACHER FOLLOW-UP QUESTIONNAIRE

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
1	#CALLS	00-92, 94-98	0	0
2	RESULT	01-04, 94-99	0	0
3	MONTH12	12, 94-99	0	0
4	DAY12	01-31, 94-99	0	0
5	MONTH01	01, 94-99	0	0
6	DAY01	01-31, 94-99	0	0
7	FTQ13	01-02, 94-98	0	0
8	FTQ13A	00-99	0	0
9	FTQ13B	00-99	0	0
10	FTQ13ADP	01-04, 94-98	0	0
11	FTQ13AC1	00-99	0	0
12	FTQ13AC2	00-99	0	0
13	FTQ13AEX	01-07, 94-99	0	0
14	FTQ13BDP	01-04, 94-98	0	0
15	FTQ13BC1	00-99	0	0
16	FTQ13BC2	00-99	0	0
17	FTQ13BEX	01-07, 94-99	0	0
18	FTQ14	01-02, 94-98	0	0
19	FTQ14A	00-99	0	0
20	FTQ14B	00-99	0	0
21	FTQ14C	00-99	0	0
22	FTQ14ADP	01-04, 94-98	0	0
23	FTQ14AC1	00-99	0	0
24	FTQ14AC2	00-99	0	0
25	FTQ14AEX	01-07, 94-99	0	0
26	FTQ14BDP	01-04, 94-98	0	0
27	FTQ14BC1	01-99	0	0
28	FTQ14BC2	00-99	0	0
29	FTQ14BEX	01-07, 94-99	0	0
30	FTQ14CDP	01-04, 94-98	0	0
31	FTQ14CC1	00-99	0	0
32	FTQ14CC2	00-99	0	0
33	FTQ14CEX	01-07, 94-99	0	0
34	FTQ15	01-02, 94-98	0	0
35	FTQ15A	00-99	0	0
36	FTQ15B	00-99	0	0
37	FTQ15ADP	01-04, 94-98	0	0
38	FTQ15AC1	00-99	0	0
39	FTQ15AC2	00-99	0	0
40	FTQ15AEX	01-07, 94-99	0	0
41	FTQ15BDP	01-04, 94-98	0	0
42	FTQ15BC1	00-99	0	0
43	FTQ15BC2	00-99	0	0
44	FTQ15BEX	01-07, 94-99	0	0
45	FTQ16	01-02, 94-98	0	0
46	FTQ16A	00-99	0	0
47	FTQ16B	00-99	0	0
48	FTQ16ADP	01-04, 94-98	0	0

Edit Number	Variable Name	Acceptable Range	Number Out-of-Range	Percent Out-of-Range
49	FTQ16AC1	00-99	0	0
50	FTQ16AC2	00-99	0	0
51	FTQ16AEX	01-07, 94-99	0	0
52	FTQ16BDP	01-04, 94-98	0	0
53	FTQ16BC1	00-99	0	0
54	FTQ16BC2	00-99	0	0
55	FTQ16BEX	01-07, 94-99	0	0
56	STATE	Two letter Post Office Abbreviations	0	0
57	REGION	1-4	0	0
58	MONTH	06, 07	0	0
59	EDLEVEL	2, 3	0	0
60	CLASSIZE	5, 6	0	0
61	NLOCDOM	1-4	0	0

PART 11 - MACHINE EDIT STUDY INSTRUMENT ROUTING PATTERNS

PART II. MACHINE EDIT STUDY INSTRUMENT ROUTING PATTERNS

In this part the various items in the study instruments which could be legitimately skipped by an appropriate response to a prior item have been listed by instrument in the following tables:

Table 1 - Routing Questions on the Principal Reporting Sheet . . . . p. D-275

Table 2 - Routing Questions on the Principal Questionnaire Phase I . . . . p. D-276

Table 3 - Routing Questions on the Principal Questionnaire Phase II . . . . p. D-277

Table 4 - Routing Questions on the Student Questionnaire p. D-278

Table 5 - Routing Questions on the Student Interview Questionnaire - Detail I . . . . pp. D-279-D-280

Table 6 - Routing Questions on the Student Interview Questionnaire - Detail II . . . . pp. D-281-D-282

Table 7 - Routing Questions on the Student Interview Questionnaire - Detail III . . . . pp. D-283-D-284

Table 8 - Routing Questions on the Student Post Interview Check . . . . p. D-285

Table 9 - Routing Questions on the Teacher Questionnaire pp. D-286-D-287

Table 10- Routing Questions on the Teacher Telephone Follow-up Questionnaire . . . . pp. D-288-D-289

Table 1. Routing Questions on the Principal Report Sheet

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
IRSQ4-1	1, 98	IRSQ7

Table 2. Routing Questions on the Principal Questionnaire Phase I

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
PP1Q21A	1	PP1Q21AN PP1Q21AD
PP1Q21B	1	PP1Q21BN

Table 3. Routing Questions on the Principal Questionnaire Phase II

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
PP2Q19	2, 9	PP2Q19A PP2Q19B PP2Q19C PP2Q19D PP2Q19E
PP2Q22	2, 9	PP2Q22A PP2Q22B PP2Q22C PP2Q22D PP2Q22E PP2Q22F PP2Q22G PP2Q22H
PP2Q28A	1	PP2Q28AN PP2Q28AD
PP2Q28B	1	PP2Q28BN
PP2Q591	1	PP2Q592
PP2Q71A	1	PP2Q71B

Table 4. Routing Questions on the Student Questionnaire

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
STDQ19	1	STDQ19A
STDQ20	1	STDQ20A STDQ20B
STDQ21	1	STDQ21A
STDQ22	1	STDQ22A STDQ22B
STDQ23	1	STDQ23A STDQ23B

Table 5. Routing Questions on the Student Interview Questionnaire Detail I

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
SID1S1	1	SID1S1YA
		SID1S1YB
		SID1S1YC
SID1S2	1	SID1S2YA
		SID1S2YB
		SID1S2YC
SID1S3	1	SID1S3YA
		SID1S3YB
		SID1S3YC
SID1Q03	1	SID1Q04A
		SID1Q04B
		SID1Q04C
		SID1Q04D
		SID1Q05
SID1Q07	1-4	SID1Q08
		SID1Q09
SID1Q08	2	SID1Q09
SID1Q10	1	SID1Q10N
		SID1Q17
		SID1Q18
		SID1Q19
		SID1Q20
		SID1Q21
		SID1Q22
		SID1Q23
	2	SID1Q11
		SID1Q12
		SID1Q13
		SID1Q14
		SID1Q15
		SID1Q16
SID1Q12	1	SID1Q13
SID1Q18	1	SID1Q19
SID1Q24	1	SID1Q25A
		SID1Q25B
		SID1Q25C
		SID1Q25D
SID1Q27	1	SID1Q28A
		SID1Q28B
		SID1Q28C

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
SID1Q29	1	SID1Q30A
		SID1Q30B
		SID1Q30C
		SID1Q30D
		SID1Q30E
		SID1Q30F
		SID1Q31
		SID1Q32
SID1Q31	1	SID1Q32
SID1Q33A	1	SID1Q34A
		SID1Q34B
		SID1Q34C
		SID1Q34D
		SID1Q34E
		SID1Q34F
		SID1Q34G
SID1Q33B	1	SID1Q34A
		SID1Q34B
		SID1Q34C
		SID1Q34D
		SID1Q34E
		SID1Q34F
		SID1Q34G
SID1Q33C	1	SID1Q34A
		SID1Q34B
		SID1Q34C
		SID1Q34D
		SID1Q34E
		SID1Q34F
		SID1Q34G
SID1Q33D	1	SID1Q34A
		SID1Q34B
		SID1Q34C
		SID1Q34D
		SID1Q34E
		SID1Q34F
		SID1Q34G
SID1Q33E	1	SID1Q34A
		SID1Q34B
		SID1Q34C
		SID1Q34D
		SID1Q34E
		SID1Q34F
		SID1Q34G

Table 6. Routing Questions on the Student Interview Questionnaire Detail II

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
SID2S1	1	SID2S1YA SID2S1YB SID2S1YC
SID2S2	1	SID2S2YA SID2S2YB SID2S2YC
SID2Q04	1-4	SID2Q05 SID2Q06
SID2Q05	2	SID2Q06
SID2Q07	1	SIDQ07N SID2Q14 SID2Q15 SID2Q16 SID2Q17 SID2Q18 SID2Q19 SID2Q20
	2	SID2Q08 SID2Q09 SID2Q10 SID2Q11 SID2Q12 SID2Q13
SID2Q09	1	SID2Q10
SID2Q15	1	SID2Q16
SID2Q21	1	SID2Q22A SID2Q22B SID2Q22C SID2Q22D
SID2Q24	1	SID2Q25A SID2Q25B SID2Q25C SID2Q25D
SID2Q26	1	SID2Q27A SID2Q27B SID2Q27C SID2Q27D SID2Q27E SID2Q27F SID2Q28 SID2Q29

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
SID2Q28	1	SID2Q29
SID2Q30A	1	SID2Q31A
		SID2Q31B
		SID2Q31C
		SID2Q31D
		SID2Q31E
		SID2Q31F
		SID2Q31G
SID2Q30B	1	SID2Q31A
		SID2Q31B
		SID2Q31C
		SID2Q31D
		SID2Q31E
		SID2Q31F
		SID2Q31G
SID2Q30C	1	SID2Q31A
		SID2Q31B
		SID2Q31C
		SID2Q31D
		SID2Q31E
		SID2Q31F
		SID2Q31G
SID2Q30D	1	SID2Q31A
		SID2Q31B
		SID2Q31C
		SID2Q31D
		SID2Q31E
		SID2Q31F
		SID2Q31G
SID2Q30E	1	SID2Q31A
		SID2Q31B
		SID2Q31C
		SID2Q31D
		SID2Q31E
		SID2Q31F
		SID2Q31G

Table 7. Routing Questions on the Student Interview Questionnaire Detail III

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
SID3S1	1	SID3S1Y
SID3S2	1	SID3S2Y
SID3Q02	1	SID3Q03A
		SID3Q03B
		SID3Q03C
		SID3Q03D
		SID3Q04
SID3Q06	1-4	SID3Q07
		SID3Q08
SID3Q07	2	SID3Q08
SID3Q09	1	SID3Q09N
		SID3Q16
		SID3Q17
		SID3Q18
		SID3Q19
		SID3Q20
		SID3Q21
		SID3Q22
	2	SID3Q10
		SID3Q11
		SID3Q12
		SID3Q13
		SID3Q14
		SID3Q15
	9	SID3Q9N
		SID3Q10
		SID3Q11
		SID3Q12
		SID3Q13
		SID3Q14
		SID3Q15
		SID3Q16
		SID3Q17
		SID3Q18
		SID3Q19
		SID3Q20
		SID3Q21
		SID3Q22
SID3Q17	1	SID3Q18

Routing Questions	Answers that Indicate Skip	Question(s) to be Skipped
SID3Q23A	1	SID3Q24A
		SID3Q24B
		SID3Q24C
		SID3Q24D
		SID3Q24E
		SID3Q24F
		SID3Q24G
SID3Q23B	1	SID3Q24A
		SID3Q24B
		SID3Q24C
		SID3Q24D
		SID3Q24E
		SID3Q24F
		SID3Q24G
SID3Q23C	1	SID3Q24A
		SID3Q24B
		SID3Q24C
		SID3Q24D
		SID3Q24E
		SID3Q24F
		SID3Q24G
SID3Q23D	1	SID3Q24A
		SID3Q24B
		SID3Q24C
		SID3Q24D
		SID3Q24E
		SID3Q24F
		SID3Q24G
SID3Q23E	1	SID3Q24A
		SID3Q24B
		SID3Q24C
		SID3Q24D
		SID3Q24E
		SID3Q24F
		SID3Q24G

Table 8. Routing Questions on the Student Post Interview Check

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
SQROB<1 SIROB<1	If SQROB<1 = SIROB<1	SQ19DISC SQ19R1 SQ19R2 SQ19R3 SQ19COR
SQROB<10 SIROB<10	If SQROB<10 = SIROB<10	SQ20ADSC SQ20AR1 SQ20AR2 SQ20AR3 SQ20ACOR
SQROB>10 SIROB>10	If SQROB>10 = SIROB>10	SQ20BDSC SQ20BR1 SQ20BR2 SQ20BR3 SQ20BCOR
SQTFT<1 SITFT<1	If SQTFT<1 = SITFT<1	SQ21DISC SQ21R1 SQ21R2 SQ21R3 SQ21COR
SQTFT<10 SITFT<10	If SQTFT<10 = SITFT<10	SQ22ADSC SQ22AR1 SQ22AR2 SQ22AR3 SQ22ACOR
SQTFT>10 SITFT>10	If SQTFT>10 = SITFT>10	SQ22BDSC SQ22BR1 SQ22BR2 SQ22BR3 SQ22BCOR
SQATTDR SIATTDR	If SQATTDR = SIATTDR	SQ23ADSC SQ23AR1 SQ23AR2 SQ23AR3 SQ23ACOR
SQATTNDR SIATTNDR	If SQATTNDR = SIATTNDR	SQ23BDSC SQ23BR1 SQ23BR2 SQ23BR3 SQ23BCOR

Table 9. Routing Questions on the Teacher Questionnaire

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
TCHQ131	1	TCHQ131A TCHQ131B
TCHQ132	1	TCHQ132A TCHQ132B
TCHQ141	1	TCHQ141A TCHQ141B TCHQ141C
TCHQ142	1	TCHQ142A TCHQ142B TCHQ142C
TCHQ151	1	TCHQ151A TCHQ151B
TCHQ152	1	TCHQ152A TCHQ152B
TCHQ161	1	TCHQ161A TCHQ161B
TCHQ162	1	TCHQ162A TCHQ162B
TCHQ17J	1	TCHQ18A TCHQ18B TCHQ18C TCHQ18D TCHQ18E TCHQ18F1 TCHQ18F2 TCHQ18F3 TCHQ18F4 TCHQ18F5 TCHQ18F6 TCHQ18F7 TCHQ18F8 TCHQ18F9 TCH18F10 TCHQ18G1 TCHQ18G2 TCHQ18G3 TCHQ18G4 TCHQ18G5 TCHQ18G6 TCHQ18H TCHQ18I1 TCHQ18I2 TCHQ18I3 TCHQ18I4 TCHQ18I5 TCHQ18IB

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
TCHQ18I1	98	TCHQ18I2 TCHQ18I3 TCHQ18I4 TCHQ18I5 TCHQ18IB

Table 10. Routing Questions on the Teacher Telephone Follow-up Questionnaire

Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
MONTH12	12	MONTH01
		DAY01
DAY12	0-31	MONTH01
		DAY01
MONTH01	1	MONTH12
		DAY12
DAY01	0-31	MONTH12
		DAY12
FTQ13	1	FTQ13A
		FTQ13B
FTQ13ADP	1	FTQ13AC1
		FTQ13AC2
		FTQ13AEX
	3	FTQ13AC1
	2	FTQ13AC2
FTQ13DBP	1	FTQ13BC1
		FTQ13BC2
		FTQ13BEX
	3	FTQ13BC1
	2	FTQ13BC2
FTQ14	1	FTQ14A
		FTQ14B
		FTQ14C
FTQ14ADP	1	FTQ14AC1
		FTQ14AC2
		FTQ14AEX
	3	FTQ14AC1
	2	FTQ14AC2
FTQ14BDP	1	FTQ14BC1
		FTQ14BC2
		FTQ14BEX
	3	FTQ14BC1
	2	FTQ14BC2
FTQ14CDP	1	FTQ14CC1
		FTQ14CC2
		FTQ14CEX
	3	FTQ14CC1
	2	FTQ14CC2

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Routing Question	Answers that Indicate Skip	Question(s) to be Skipped
FTQ15	1	FTQ15A
		FTQ15B
FTQ15ADP	1	FTQ15AC1
		FTQ15AC2
		FTQ15AEX
	3	FTQ15AC1
	2	FTQ15AC2
FTQ15BDP	1	FTQ15BC1
		FTQ15BC2
		FTQ15BEX
	3	FTQ15BC1
	2	FTQ15BC2
FTQ16	1	FTQ16A
		FTQ16B
FTQ16ADP	1	FTQ16AC1
		FTQ16AC2
		FTQ16AEX
	3	FTQ16AC1
	2	FTQ16AC2
FTQ16BDP	1	FTQ16BC1
		FTQ16BC2
		FTQ16BEX
	3	FTQ16BC1
	2	FTQ16BC2

PART 12 - ITEM GROUPS FROM STUDY INSTRUMENTS WITH "CIRCLE ALL THAT APPLY" INSTRUCTIONS

PART 12. ITEM GROUPS FROM STUDY INSTRUMENTS WITH "CIRCLE ALL THAT APPLY" INSTRUCTIONS

Included in this part are tables showing the groups of question items by study instrument to indicate "Circle All That Apply" instructions. The Tables are as follows:

Table 1 - Question Groups with "Circle All That Apply" Instructions on the Principal Reporting Sheet . . . . p. D-293

Table 2 - Question Groups with "Circle All That Apply" Instructions on the Principal Questionnaire - Phase I . . . . p. D-294

Table 3 - Question Groups with "Circle All That Apply" Instructions on the Principal Questionnaire - Phase II . . . . pp. D-295-D-296

Table 4 - Question Groups with "Circle All That Apply" Instructions on the Student Questionnaire . . . p. D-297

Table 5 - Question Groups with "Circle All That Apply" Instructions on the Student Interview Questionnaire - Detail I . . . . p. D-298

Table 6 - Question Groups with "Circle All That Apply" Instructions on the Student Interview Questionnaire - Detail II . . . . p. D-299

Table 7 - Question Groups with "Circle All That Apply" Instructions on the Student Interview Questionnaire - Detail III . . . . p. D-300

Table 8 - Question Groups with "Circle All That Apply" Instructions on the Post Interview Check . . . p. D-301

Table 9 - Question Groups with "Circle All That Apply" Instructions on the Teacher Questionnaire . . . p. D-302

Table 1. Question Groups with "Circle All That Apply" Instructions on the Principal Report Sheet

Group Number	Members of Group
1	IRSQ1-1
	IRSQ1-2
	IRSQ1-3
	IRSQ1-4
	IRSQ1-5
	IRSQ1-6
	IRSQ1-7
	IRSQ1-8
	IRSQ1-8A
	IRSQ1-9
2	IRSQ3-1A
	IRSQ3-1
	IRSQ3-2A
	IRSQ3-2
	IRSQ3-3A
	IRSQ3-3
	IRSQ3-4A
	IRSQ3-4
	IRSQ3-5A
	IRSQ3-5
	IRSQ3-6A
	IRSQ3-6
	IRSQ3-7A
	IRSQ3-7
	IRSQ3-8A
	IRSQ3-8
	IRSQ3-9A
	IRSQ3-9
	IRSQ310A
	IRSQ3-10
	IRSQ311A
	IRSQ3-11
3	IRSQ4-1
	IRSQ4-2
	IRSQ4-3
	IRSQ4-4
	IRSQ4-5
	IRSQ4-6
	IRSQ4-7
	IRSQ4-7A
	IRSQ4-8
4	IRSQ5-1
	IRSQ5-2
	IRSQ5-3
	IRSQ5-4
	IRSQ5-5
	IRSQ5-6
5	IRSQ6-1A
	IRSQ6-1
	IRSQ6-2A
	IRSQ6-2
	IRSQ6-3A
	IRSQ6-3
	IRSQ6-4A
	IRSQ6-4
6	IRSQ8-1
	IRSQ8-2
	IRSQ8-3
	IRSQ8-4
	IRSQ8-5
	IRSQ8-6
	IRSQ8-6A
7	IRSQ12-1
	IRSQ12-2
	IRSQ12-3
	IRSQ12-4
	IRSQ12-5
	IRSQ12-6
	IRSQ12-7
	IRSQ12-8
	IRSQ12-9
	IRSQ129A
8	IRSQ18-1
	IRSQ18-2
	IRSQ18-3
	IRSQ18-4
	IRSQ18-5
	IRSQ18-6
	IRSQ18-7

Table 2. Question Groups with "Circle All that Apply" Instructions on the Principal Questionnaire Phase I

Group Number	Members of Group
1	PP1Q3-K
	PP1Q3-1
	PP1Q3-2
	PP1Q3-3
	PP1Q3-4
	PP1Q3-5
	PP1Q3-6
	PP1Q3-7
	PP1Q3-8
	PP1Q3-9
	PP1Q3TN
	PP1Q3EL
	PP1Q3TW
2	PP1Q20A
	PP1Q20B
	PP1Q20C
	PP1Q20D
	PP1Q20E
3	PP1Q22A
	PP1Q22B
	PP1Q22C
	PP1Q22D
	PP1Q22E
4	PP1Q23A
	PP1Q23B
	PP1Q23C
	PP1Q23D
	PP1Q23E
	PP1Q23F
	PP1Q23G
	PP1Q23H
	PP1Q23I
	PP1Q23SP
5	PP1Q24A
	PP1Q24B
	PP1Q24SP
6	PP1Q25A
	PP1Q25B
	PP1Q25C
	PP1Q25D
	PP1Q25E

Table 3. Question Groups with "Circle All That Apply" Instructions on the Principal Questionnaire Phase II

Group Number	Members of Group
1	PP2Q8K PP2Q81 PP2Q82 PP2Q83 PP2Q84 PP2Q85 PP2Q86 PP2Q87 PP2Q88 PP2Q89 PP2Q810 PP2Q811 PP2Q812
2	PP2Q20A1 PP2Q20A2 PP2Q20A3 PP2Q20A4 PP2Q20A9
3	PP2Q20B1 PP2Q20B2 PP2Q20B3 PP2Q20B4 PP2Q20B9
4	PP2Q20C1 PP2Q20C2 PP2Q20C3 PP2Q20C4 PP2Q20C9
5	PP2Q20D1 PP2Q20D2 PP2Q20D3 PP2Q20D4 PP2Q20D9
6	PP2Q20E1 PP2Q20E2 PP2Q20E3 PP2Q20E4 PP2Q20E9
7	PP2Q20F1 PP2Q20F2 PP2Q20F3 PP2Q20F4 PP2Q20F9
8	PP2Q20G1 PP2Q20G2 PP2Q20G3 PP2Q20G4 PP2Q20G9
9	PP2Q20SP PP2Q20H1 PP2Q20H2 PP2Q20H3 PP2Q20H4 PP2Q20H9
10	PP2Q27A PP2Q27B PP2Q27C PP2Q27D PP2Q27E
11	PP2Q421 PP2Q422 PP2Q423 PP2Q424 PP2Q425 PP2Q426
12	PP2Q72A PP2Q72B PP2Q72C PP2Q72D PP2Q72E
13	PP2Q731 PP2Q732 PP2Q733 PP2Q734 PP2Q735

Question Groups
Principal Questionnaire
Phase II

Group Number	Members of Group
13 cont.	PP2Q736
	PP2Q737
	PP2Q738
	PP2Q739
	PP2Q7310
14	PP2Q741
	PP2Q742
	PP2Q743
15	PP2Q75A
	PP2Q75B
	PP2Q75C
	PP2Q75D
	PP2Q75E

Table 4. Question Groups with "Circle All That Apply" Instructions on the Student Questionnaire

Group Number	Members of Group
1	STDQ9A
	STDQ9B
	STDQ9C
	STDQ9D
	STDQ9E
2	STDQ47A
	STDQ47B
	STDQ47C
	STDQ47D
	STDQ47E
3	STDQ59A
	STDQ59B
	STDQ59C
	STDQ59D
	STDQ59E
	STDQ59F
4	STDQ67A
	STDQ67B
	STDQ67C
	STDQ67D
	STDQ67E
	STDQ67F
5	STDQ68A
	STDQ68B
	STDQ68C
	STDQ68D
	STDQ68E

Table 5. Question Groups with "Circle All That Apply" Instructions on the Student Interview Questionnaire Detail I

Group Number	Members of Group
1	SID1Q04A
	SID1Q04B
	SID1Q04C
	SID1Q04D
2	SID1Q06A
	SID1Q06B
	SID1Q06C
	SID1Q06D
	SID1Q06E
	SID1Q06F
	SID1Q06G
	SID1Q06H
	SID1Q06I
	SID1Q06J
3	SID1Q25A
	SID1Q25B
	SID1Q25C
	SID1Q25D
4	SID1Q28A
	SID1Q28B
	SID1Q28C
5	SID1Q30A
	SID1Q30B
	SID1Q30C
	SID1Q30D
	SID1Q30E
	SID1Q30F
6	SID1Q33A
	SID1Q33B
	SID1Q33C
	SID1Q33D
	SID1Q33E
	SID1Q33F
	SID1Q33G
	SID1Q33H
	SID1Q33I
7	SID1Q34A
	SID1Q34B
	SID1Q34C
	SID1Q34D
	SID1Q34E
	SID1Q34F
	SID1Q34G

Table 6. Question Groups with "Circle All That Apply" Instructions on the Student Interview Questionnaire Detail II

Group Number	Members of Group
1	SID2Q03A
	SID2Q03B
	SID2Q03C
	SID2Q03D
	SID2Q03E
	SID2Q03F
	SID2Q03G
	SID2Q03H
	SID2Q03I
	SID2Q03J
2	SID2Q22A
	SID2Q22B
	SID2Q22C
	SID2Q22D
3	SID2Q25A
	SID2Q25B
	SID2Q25C
	SID2Q25D
4	SID2Q27A
	SID2Q27B
	SID2Q27C
	SID2Q27D
	SID2Q27E
	SID2Q27F
5	SID2Q30A
	SID2Q30B
	SID2Q30C
	SID2Q30D
	SID2Q30E
	SID2Q30F
	SID2Q30G
	SID2Q30H
	SID2Q30I
6	SID2Q31A
	SID2Q31B
	SID2Q31C
	SID2Q31D
	SID2Q31E
	SID2Q31F
	SID2Q31G

Table 7. Question Groups with "Circle All That Apply" Instructions on the Student Interview Questionnaire Detail III

Group Number	Members of Group
1	SID3Q03A
	SID3Q03B
	SID3Q03C
	SID3Q03D
2	SID3Q05A
	SID3Q05B
	SID3Q05C
	SID3Q05D
	SID3Q05E
	SID3Q05F
	SID3Q05G
	SID3Q05H
	SID3Q05I
	SID3Q05J
3	SID3Q23A
	SID3Q23B
	SID3Q23C
	SID3Q23D
	SID3Q23E
	SID3Q23F
	SID3Q23G
	SID3Q23H
	SID3Q23I
4	SID3Q24A
	SID3Q24B
	SID3Q24C
	SID3Q24D
	SID3Q24E
	SID3Q24F
	SID3Q24G

Table 8. Question Groups with "Circle All That Apply" Instructions on the Post Interview Check

Group Number	Members of Group	Group Number	Members of Group
1	SQ19R1 SQ19R2 SQ19R3	5	SQ22AR1 SQ22AR2 SQ22AR3
2	SQ20AR1 SQ20AR2 SQ20AR3	6	SQ22BR1 SQ22BR2 SQ22BR3
3	SQ20BR1 SQ20BR2 SQ20BR3	7	SQ23AR1 SQ23AR2 SQ23AR3
4	SQ21R1 SQ21R2 SQ21R3	8	SQ23BR1 SQ23BR2 SQ23BR3

Table 9. Question Groups with "Circle All That Apply" Instructions on the Teacher Questionnaire

Group Number	Members of Group
1	TCHQ10K
	TCHQ101
	TCHQ102
	TCHQ103
	TCHQ104
	TCHQ105
	TCHQ106
	TCHQ107
	TCHQ108
	TCHQ109
	TCHQ1010
	TCHQ1011
	TCHQ1012
2	TCHQ17A
	TCHQ17B
	TCHQ17C
	TCHQ17D
	TCHQ17E
	TCHQ17F
	TCHQ17G
	TCHQ17H
	TCHQ[illegible]7I
	TCHQ[illegible]J
3	TCHQ18F1
	TCHQ18F2
	TCHQ18F3
	TCHQ18F4
	TCHQ18F5
	TCHQ18F6
	TCHQ18F7
	TCHQ18F8
	TCHQ18F9
	TCH18F10
4	TCHQ18G1
	TCHQ18G2
	TCHQ18G3
	TCHQ18G4
	TCHQ18G5
	TCHQ18G6
5	TCHQ18I1
	TCHQ18I2
	TCHQ18I3
	TCHQ18I4
	TCHQ18I5
6	TCHQ40A
	TCHQ40B
	TCHQ40C
	TCHQ40D
	TCHQ40E

PART 13 - DESCRIPTION OF DATA FILE CODE BOOKS

In this part, the description of the data file variables by instrument giving the variable number, the variable name, the starting position, the end position, the first RNG Code, the second RNG Code, and the variable label are included. There is an exhibit for each instrument used in the study. There is also an exhibit which gives the descriptions of the data for the community variable file.

EXHIBIT 1

INCIDENT REPORTING SHEET QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
1	PROJ	1	4			
2	SUB	5	6			
3	FORM	7	8			
4	FORMID	9	13			INCIDENT REPORTING FORM ID
5	FMIDCKDG	14	14			INCIDENT REPORTING FORM ID CHECK DIGIT
6	KEYING	15	15			
7	BATCH	16	19			
8	OPERATOR	20	21			
9	DATE	22	27			
10	SCHLID	28	32			SCHOOL ID
11	SCIDCKDG	33	33			SCHOOL ID CHECK DIGIT
12	IRSQ1-1	34	35	IR1	IE4	DID OFFENDERS TRY/ACTUALLY/THREATN TO TRESPASS ON SCHOOL PROPERTY?
13	IRSQ1-2	36	37	IR1	IE4	DID OFFENDERS TRY/ACTUALLY/THREATN TO BREAK INTO SCHOOL BUILDING(S)?
14	IRSQ1-3	38	39	IR1	IE4	DID OFNDRS TRY/ACTUALLY/THRETN TO STEAL THNGS WTHOUT FORC/THREAT AGNST PRSN?
15	IRSQ1-4	40	41	IR1	IE4	DID OFFENDERS TRY TO/ACTUALLY DID/THREATN TO SET BOMB(S)?
16	IRSQ1-5	42	43	IR1	IE4	DID OFFENDERS TRY TO/ACTUALLY DID/THRETN TO SET FIRE(S)?
17	IRSQ1-6	44	45	IR1	IE4	DID OFNDRS TRY/ACTUALY DID/THRETN TO DMAG PROP WILFULY (NT BY BOMB OR FIRE)?
18	IRSQ1-7	46	47	IR1	IE4	DID OFFENDERS TRY TO/ACTUALY DID/THREATN TO SET OFF FALSE FIRE ALARMS?
19	IRSQ1-8	48	49	IR1	IE4	DID OFFENDERS TRY TO/ACTUALLY COMMIT OTHER OFFENSE(S) AGAINST PROPERTY?
20	IRSQ1-8A	50	51	IR22	IE4	SPECIFY WHAT OFNDRS TRIED TO/ACTUALLY DID/THRETND TO COMMIT AGAINST PROPRTY.
21	IRSQ1-9	52	53	IR1	IE4	DID OFFENDERS TRY /ACTUALLY DID/THREATEN ANY OF THE ABOVE?
22	IRSQ2	54	55	IR2	IE4	DID PROPERTY BELONG TO THE SCHOOL OR INDIVIDUAL(S)?
23	IRSQ3-1A	56	57	IR11	IE4	WAS AUTOMOBILE STOLEN/DAMAGED/DESTROYED ?
24	IRSQ3-1	58	61	IRC1	IE22	WHAT IS THE REPLACEMENT COST OF THE STOLEN/DAMAGED/DESTROYED AUTO?
25	IRSQ3-2A	62	63	IR12	IE4	WAS BICYCLE STOLEN/DAMAGED/DESTROYED?
26	IRSQ3-2	64	66	IRC2	IE12	WHAT WAS REPLACEMENT/REPAIR COST THE BICYCLE?
27	IRSQ3-3A	67	68	IR13	IE4	WAS MONEY STOLEN?
28	IRSQ3-3	69	71	IRC2	IE12	HOW MUCH MONEY WAS INVOLVED?
29	IRSQ3-4A	72	73	IR14	IE4	WAS CLOTHING STOLEN/DAMAGED/DESTROYED?
30	IRSQ3-4	74	76	IRC2	IE12	WHAT WAS THE REPLACEMENT/REPAIR COST OF THE CLOTHING ?
31	IRSQ3-5A	77	78	IR15	IE4	WERE BOOKS STOLEN/DAMAGED/DESTROYED?
32	IRSQ3-5	79	81	IRC2	IE12	WHAT WAS THE REPLACEMENT/REPAIR COST OF THE BOOKS?
33	IRSQ3-6A	82	83	IR16	IE4	WERE OTHER SCHOOL SUPPLIES STOLEN/DAMAGED/DESTROYED?
34	IRSQ3-6	84	86	IRC2	IE12	WHAT WAS THE REPLACEMENT/REPAIR COST OF THE OTHER SCHOOL SUPPLIES?
35	IRSQ3-7A	87	88	IR17	IE4	WAS THERE ANY SCHOOL EQUIPMENT STOLEN/DAMAGED/DESTROYED?
36	IRSQ3-7	89	92	IRC1	IE22	WHAT WAS THE REPLACEMENT/REPAIR COST OF THE SCHOOL EQUIPMENT?
37	IRSQ3-8A	93	94	IR18	IE4	WERE WINDOWS STOLEN/DAMAGED/DESTROYED?
38	IRSQ3-8	95	97	IRC2	IE12	WHAT WAS THE REPLACEMENT/REPAIR COST OF THE WINDOWS?
39	IRSQ3-9A	98	99	IR19	IE4	WERE WALLS STOLEN/DAMAGED/DESTROYED?
40	IRSQ3-9	100	102	IRC2	IE12	WHAT WAS REPLCEMENT/REPAIR COST OF THE WALLS?
41	IRSQ310A	103	104	IR20	IE4	WAS ANY OTHER SCHOOL PROPERTY STOLEN/DAMAGED/DESTROYED?
42	IRSQ3-10	105	108	IRC1	IE22	WHAT WAS THE REPLACEMENT/REPAIR COST OF THE OTHER SCHOOL PROPERTY?
43	IRSQ311A	109	110	IR21	IE4	WAS ANY OTHER PERSONAL PROPERY STOLEN/DAMAGED/DESTROYED?
44	IRSQ3-11	111	113	IRC2	IE12	WHAT WAS THE REPLACEMENT/REPAIR COST OF THE OTHER PERSONAL PROPERTY?
45	IRSQ4-1	114	115	IR1	IE4	DID OFNDRS TRY/ACTUALLY/THRETN TO TAK SOMTHGN FRM SOM1 BY FORC/WEAPN/THREAT?
46	IRSQ4-2	116	117	IR1	IE4	DID OFFENDERS TRY/ ACTUALLY DID/THREATN TO ATTACK SOMEONE PHYSICALLY?
47	IRSQ4-3	118	119	IR1	IE4	DID OFNDRS TRY/ACTUALLY DID/THREATN TO GET N2 PHYSICL FIGHT BTWN INDIVDUALS?
48	IRSQ4-4	120	121	IR1	IE4	DID OFNDRS TRY/ACTUALLY DID/THRETN TO PARTCPT IN GRP CONFLCT (GANG FIGHT)?
49	IRSQ4-5	122	123	IR1	IE4	DID OFFENDERS TRY TO OR ACTUALLY RAPE SOMEONE?
50	IRSQ4-6	124	125	IR1	IE4	DID OFFENDERS TRY TO OR ACTUALLY KILL SOMEONE?
51	IRSQ4-7	126	127	IR1	IE4	DID OFNDRS TRY/ACTUALLY DID/THRETN COMMIT OTHR OFNSE(S) AGAINST PERSONS?
52	IRSQ4-7A	128	129	IR23	IE4	SPECIFY WHT OFNDRS TRIED TO/ACTUALY DID/THRETNED/TO COMMIT AGNST PERSON.
53	IRSQ4-8	130	131	IR1	IE4	DID OFFENDERS TRY/ACTUALLY DID/ THREATEN TO DO ANY OF THE ABOVE?

INCIDENT REPORTING SHEET QUESTIONNAIRE CODEBOOK

AR. UM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	IRSQ5-1	132	133	IR24	IE4	WAS HARM INFLICTED OR ATTEMPTED BY BODILY FORCE?
55	IRSQ5-2	134	135	IR25	IE4	WAS HARM INFLICTED OR ATTEMPTED BY A BLUNT INSTRUMENT?
56	IRSQ5-3	136	137	IR26	IE4	WAS HARM INFLICTED OR ATTEMPTED BY A SHARP INSTRUMENT?
57	IRSQ5-4	138	139	IR27	IE4	WAS HARM INFLICTED OR ATTEMPTED BY A GUN?
58	IRSQ5-5	140	141	IR28	IE4	WAS HARM INFLICTED OR ATTEMPTED IN ANY OTHER WAY?
59	IRSQ5-6	142	143	IR29	IE4	ANY INCIDENTS WHERE YOU DIDNT KNOW HOW HARM WAS INFLICTED/ATTEMPTED?
60	IRSQ6-1A	144	145	IR30	IE4	WAS ANYONE INJURED,BUT NOT TREATED BY A DOCTOR?
61	IRSQ6-1	146	147	IRC3	IE2	HOW MANY PEOPLE WERE INJURED BUT NOT TREATED BY A DOCTOR?
62	IRSQ6-2A	148	149	IR31	IE4	WAS ANYONE TREATED BY A DOCTOR AND RELEASED?
63	IRSQ6-2	150	151	IRC3	IE2	HOW MANY PEOPLE WERE TREATED BY A DOCTOR AND RELEASED?
64	IRSQ6-3A	152	153	IR32	IE4	WAS ANY ONE HOSPITALIZED,AT LEAST OVERNIGHT?
65	IRSQ6-3	154	155	IRC3	IE2	HOW MANY PEOPLE WERE HOSPITALIZED AT LEAST OVERNIGHT?
66	IRSQ6-4A	156	157	IR33	IE4	DID ANYONE DIE?
67	IRSQ6-4	158	159	IRC3	IE2	HOW MANY PEOPLE DIED?
68	IRSQ7	160	163	IRC1	IE22	IF SOMETHNG TAKEN DIRCTLY FRM SOMEONE BY FORC INDCAT REPLACMNT/REPAR COST?
69	IRSQ8-1	164	165	IR1	IE4	DID THE OFFENDERS TRY TO OR ACTUALLY SELL DRUGS?
70	IRSQ8-2	166	167	IR1	IE4	DID THE OFFENDERS TRY TO OR ACTUALLY USE OR POSSESS DRUGS?
71	IRSQ8-3	168	169	IR1	IE4	DID THE OFFENDERS TRY TO OR ACTUALLY USE OR POSSESS ALCOHOL?
72	IRSQ8-4	170	171	IR1	IE4	DID THE OFFENDERS TRY TO OR ACTUALLY POSSESS WEAPONS?
73	IRSQ8-5	172	173	IR57	IE4	DID THE OFFENDERS TRY TO OR ACTUALLY DISRUPT SCHOOL ACTIVITIES?
74	IRSQ8-6	174	175	IR1	IE4	DID OFFENDERS TRY TO/ACTUALLY COMMIT ANY OTHER OFFENCE NOT LISTED ABOVE?
75	IRSQ8-6A	176	177	IR34	IE4	SPCFY WHT OTHR OFFNCS WERE COMITD NT AGNST PERSNS OR PROPRTY NT ALRDY LSTD,
76	IRSQ9M	178	179	IR4	IE3	WHAT MONTH IS THIS?
77	IRSQ9D	180	181	IRC4	IE3	WHAT DAY OF THE MONTH IS THIS?
78	IRSQ9Y	182	183	IR5	IE3	WHAT YEAR IS THIS?
79	IRSQ10M	184	185	IR4	IE3	WHAT MONTH DID THIS INCIDENT OCCUR?
80	IRSQ10D	186	187	IRC4	IE3	WHAT DAY OF THE MONTH DID THE INCIDENT HAPPEN?
81	IRSQ10Y	188	189	IR5	IE3	WHAT YEAR DID THIS INCIDENT OCCUR?
82	IRSQ11	190	191	IR6	IE3	WHAT TIME OF DAY DID TH INCIDENT OCCUR?
83	IRSQ12-1	192	193	IR35	IE4	WAS THE INCIDENT LOCATED IN A HALLWAY OR ON STAIRS?
84	IRSQ12-2	194	195	IR36	IE4	WAS THE INCIDENT LOCATED IN A CLASSROOM?
85	IRSQ12-3	196	197	IR37	IE4	WAS THE INDIDENT LOCATEDIN A RESTROOM?
86	IRSQ12-4	198	199	IR38	IE4	WAS THE INCIDENT LOCATED IN A CAFETERIA?
87	IRSQ12-5	200	201	IR39	IE4	WAS THE INCIDENT LOCATED IN A GYM OR LOCKER ROOM?
88	IRSQ12-6	202	203	IR40	IE4	WAS THE INCIDENT LOCATED IN A PARKING LOT?
89	IRSQ12-7	204	205	IR41	IE4	WAS THE INCIDENT LOCATED ON AN ATHLETIC FIELD OR PLAYGROUND?
90	IRSQ12-8	206	207	IR42	IE4	WAS THE INCIDENT LOCATED ON A SCHOOL BUS?
91	IRSQ12-9	208	209	IR43	IE4	WAS THE INCIDENT LOCATED IN ANOTHER PLACE?
92	IRSQ129A	210	211	IR44	IE4	SPECIFY THE OTHER PLACE THAT THE INCIDENT WAS LOCATED,
93	IRSQ13	212	213	IR8	IE3	INDCAT IF INCDNT OCRD AT NTR-ATH HERE/NTR ATH LSWHR/SHSOCEVNT HERE/SHSOCETN
94	IRSQ14MV	214	215	IRC3	IE1	HOW MANY OF THE VICTIMS WERE MALE?
95	IRSQ14-A	216	216	IR10	IE3	IS THIS THE ESTIMATED NUMBER OR THE ACTUAL NUMBER OF MALE VICTIMS RECORED?
96	IRSQ14MO	217	218	IRC3	IE1	HOW MANY OF THE OFFENDERS WERE MALE?
97	IRSQ14-B	219	219	IR10	IE3	IS THIS THE ESTIMATED NUMBER OR THE ACTUAL NUMBER OF MALE OFNDRS RECORDED?
98	IRSQ14FV	220	221	IRC3	IE1	HOW MANY OF THE VICTIMS WERE FEMALE?
99	IRSQ14-C	222	222	IR10	IE3	IS THIS THE ESTMTD NUMBER OR THE ACTUAL NUMBER OF FEMALE VCTM RECORDD?
100	IRSQ14FO	223	224	IRC3	IE1	HOW MANY OF THE OFFENDERS WERE FEMALE?
101	IRSQ14-D	225	225	IR10	IE3	IS THIS THE ESTIMATED NUMBER OR THE ACTUAL NUMBER OF FEMALE OFNDRS RECORDED?
102	IRSQ15CV	226	227	IRC3	IE1	HOW MANY OF THE CURRENT STUDENTS WERE VICTIMS?
103	IRSQ15-A	228	228	IR10	IE3	IS THIS THE ESTIMATED NUMBER OF ACTUAL NUM OF CURRENT STUDEBTS RECORDED?
104	IRSQ15CO	229	230	IRC3	IE1	HOW MANY OF THE CURRENT STUDENTS WERE OFFENDERS?
105	IRSQ15-B	231	231	IR10	IE3	IS THIS THE ESTMTD NUM OR THE ACTUAL NUM OF CURNT STUDENT OFNDRS RECRD?
106	IRSQ15OV	232	233	IRC3	IE1	HOW MANY OF THE OTHER SCHOOL-AGE YOUTH WERE VICTIMS?

INCIDENT REPORTING SHEET QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
107	IRSQ15C	234	234	IR10	IE3	IS THIS THE ESTMTD NUM OF THE ACTUAL NUM OF OTHER STUDENT VICTMS RECORDED?
108	IRSQ15OO	235	236	IRC3	IE1	HOW MANY OF THE OTHER SCHOOL-AGE YOUTH WERE OFFENDERS?
109	IRSQ15D	237	237	IR10	IE3	IS THIS THE EXTMTD NUM OF THE ACTUAL NUM OF OTHER STUDENT OFNDRS RECORDED?
110	IRSQ16TV	238	239	IRC3	IE1	HOW MANY OF THE TEACHERS WERE VICTIMS?
111	IRSQ16A	240	240	IR10	IE3	IS THIS THE ESTMTD NUM OR THE ACTUAL NUM OF TEACHER VICTIMS RECORDED?
112	IRSQ16TO	241	242	IRC3	IE1	HOW MANY OF THE TEACHERS WERE OFFENDERS?
113	IRSQ16B	243	243	IR10	IE3	IS THIS THE ESTMTD NUM OR THE ACTUAL NUM OF TEACHER OFFENDRS RECORDED?
114	IRSQ16PV	244	245	IRC3	IE1	HOW MANY OF THE OTHER SCHOOL PERSONNEL WERE VICTIMS?
115	IRSQ16C	246	246	IR10	IE3	IS THIS THE ESTMTD NUM OR THE ACTUAL NUM OF OTHR SCH PERSONNEL VCTMS RECRD?
116	IRSQ16PO	247	248	IRC3	IE1	HOW MANY OF THE OTHER SCHOOL PERSONNEL WERE OFFENDERS?
117	IRSQ16D	249	249	IR10	IE3	IS THIS THE ESTMTD NUM OR THE ACTUAL NUM OF OTHR SCH PERSONNEL OFNDRS RECORD
118	IRSQ17	250	251	IR9	IE3	WERE ALL VICTIMS AND OFFENDERS OF THE SAME RACE?
119	IRSQ18-1	252	253	IR45	IE4	SCHOOL REPORTED INCIDENT TO PARENTS OF THE VICTIMS.
120	IRSQ18-2	254	255	IR46	IE4	SCHOOL REPORTED INCIDENT TO PARENTS OF THE OFFENDERS.
121	IRSQ18-3	256	257	IR47	IE4	SCHOOL REPORTED INCIDENT TO THE SCHOOL DISTRICT OFFICE.
122	IRSQ18-4	258	259	IR48	IE4	SCHOOL REPORTED INCIDENT TO THE SCHOOL SECURITY STAFF.
123	IRSQ18-5	260	261	IR49	IE4	SCHOOL REPORTED INCIDENT TO THE POLICE OR OTHER LAW ENFORCEMENT AGENCY.
124	IRSQ18-6	262	263	IR50	IE4	SCHOOL REPORTED INCIDENT TO OTHER SOURCE (SPECIFY).
125	IRSQ18-7	264	265	IR51	IE4	SCHOOL DID NOT REPORT INCIDENT.
126	STATE	266	267	IR5A		STATE IN WHICH SCHOOL IS LOCATED
127	REGION	268	268	IR52		CENSUS REGION OF SCHOOL
128	MONTH	269	270	IR56		MONTH OF PARTICIPATION OF SCHOOL
129	LOCDOM	271	271			
130	PSU	272	273			
131	EDLEVEL	274	274	IR53		TYPE OF SCHOOL
132	CLASSIZE	275	275	IR54		SIZE OF SCHOOL
133	INDICATR	276	276			
134	NLOCDOM	277	277	IR55		LOCATIONAL DOMAIN OF SCHOOL
135	PHASE	278	278			
136	AGWEIGHT	279	287			INCIDENT REPORTING SHEET AGGREGATE SCHOOL WEIGHT (9999.9999)
137	MNTHWGT	288	296			IRS MONTHLY SCHOOL WEIGHT (PHASE I 99999.999) (PHASE2 9999.9999)

PHASE I PRINCIPAL QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
1	PROJ	1	4			
2	SUB	5	6			
3	FORM	7	8			
4	SCHLID	9	13			SCHOOL ID
5	IDCKDIG	14	14			SCHOOL ID CHECK DIGIT
6	KEYING	15	15			
7	BATCH	16	19			
8	OPERATOR	20	21			
9	DATE	22	27			
10	PP101	28	29	PT1	PE3	FOR WHAT MONTH ARE YOU REPORTING INCIDENTS?
11	PP102	30	31	PT2	PE3	HOW WOULD YOU DESCRIBE THE AREA IN WHICH YOUR SCHOOL IS LOCATED?
12	PP103-K	32	33	PT5	PE4	IS KINDERGARTEN TAUGHT AT YOUR SCHOOL?
13	PP103-1	34	35	PT5	PE4	IS FIRST GRADE TAUGHT AT YOUR SCHOOL?
14	PP103-2	36	37	PT5	PE4	IS SECOND GRADE TAUGHT AT YOUR SCHOOL?
15	PP103-3	38	39	PT5	PE4	IS THIRD GRADE TAUGHT AT YOUR SCHOOL?
16	PP103-4	40	41	PT5	PE4	IS FOURTH GRADE TAUGHT AT YOUR SCHOOL?
17	PP103-5	42	43	PT5	PE4	IS FIFTH GRADE TAUGHT AT YOUR SCHOOL?
18	PP103-6	44	45	PT5	PE4	IS SIXTH GRADE TAUGHT AT YOUR SCHOOL?
19	PP103-7	46	47	PT5	PE4	IS SEVENTH GRADE TAUGHT AT YOUR SCHOOL?
20	PP103-8	48	49	PT5	PE4	IS EIGHTH GRADE TAUGHT AT YOUR SCHOOL?
21	PP103-9	50	51	PT5	PE4	IS NINTH GRADE TAUGHT AT YOUR SCHOOL?
22	PP103TN	52	53	PT5	PE4	IS TENTH GRADE TAUGHT AT YOUR SCHOOL?
23	PP103EL	54	55	PT5	PE4	IS ELEVENTH GRADE TAUGHT AT YOUR SCHOOL?
24	PP103TW	56	57	PT5	PE4	IS TWELFTH GRADE TAUGHT AT YOUR SCHOOL?
25	PP104	58	60	PTC5	PE13	HOW MANY FULL-TIME CLASSROOM TEACHERS DOES YOUR SCHOOL HAVE?
26	PP105	61	63	PTC6	PE13	ASIDE FRM TEACHERS HOW MANY OTHR FULL-TIME STAFF MEMBERS DOES YOUR SCH HAVE?
27	PP106	64	67	PTCH	PE21	HOW MANY STUDENTS ARE CURRENTLY ENROLLED AT YOUR SCHOOL?
28	PP107	68	71	PTCH	PE21	WHAT IS YOUR SCHOOL'S AVERAGE DAILY ATTENDANCE?
29	PP108	72	73	PTC8	PE3	HW MNY FUL DYS OF SCH WERE(R TO 8) HLD MNTH WHCH U R REPORTING INCIDENTS?
30	PP109A	74	75	PT7	PE4	BEGINNG MNTH U R RPRTING INCDNTS DID SCH HV ELCTRNC INTRSN DETCTN SYSTM?
31	PP109B	76	77	PT7	PE4	BEGINNG MNTH U R RPRTING INCDNTS DID SCH HV CLOSED CIRCUIT TV MONITORS?
32	PP109C	78	79	PT7	PE4	BEGINNG MNTH U R RPRTING INCDNTS DID SCH HV AUTOMTC COMNCTN LNK WTH POLC?
33	PP109D	80	81	PT7	PE4	BEGINNG MNTH U R RPRTNG INCDNTS DID SCH HAV PRTABLE EMERGNCY SIGNL DEVIC?
34	PP109E	82	83	PT7	PE4	BEGINNG MNTH U R RPRTNG INCDNTS DID SCH HAVE SECURITY VAULT OR SAFE?
35	PP1010A	84	85	PT9	PE4	BEGINNG MNTH U R RPTNG INCDNTS HW MNY DOORS & WINDOWS HD DEADBOLT LCKS?
36	PP1010B	86	87	PT9	PE4	BEGINNG MNTH RPTING INCDNTS HW MNY DOORS & WNDWS HD INTRSN ALRMS ON DOORS?
37	PP1010C	88	89	PT9	PE4	BEGINNG MNTH RPTING INCDNTS HW MNY DOORS & WNDWS HD SECRTY SCRNS ON WNDWS?
38	PP1010D	90	91	PT9	PE4	BEGINNG MNTH RPTING INCDNTS HW MNY DOORS & WNDWS HD INTRSN ALRMS ON WNDWS?
39	PP1010E	92	93	PT9	PE4	BEGINNG MNTH RPTING INCDNTS HW MNY DOORS & WNDWS HD UNBRKABL GLSS WNDWS?
40	PP1011	94	96	PTC4	PE13	WHT PRCNTAGE OF OUTSD HAL AREA OF SCH (GRNDLVL) IS ORDNARLY LGHTD AT NIGHT?
41	PP1012A	97	98	PT7	PE3	DOES YOUR SCHOOL EMPLOY LOCKER CHECKS?
42	PP1012B	99	100	PT7	PE3	DOES YOUR SCHOOL EMPLOY KEY CONTROL SYSTEM?
43	PP1012C	101	102	PT7	PE3	DOES YOUR SCHOOL EMPLOY SCHOOL KEYS MARKED TO PREVENT DUPLICATION?
44	PP1012D	103	104	PT7	PE3	DOES YOUR SCHOOL EMPLOY OUTSIDE LOCKS REPLACED WHEN KEY IS MISSING?
45	PP1013A	105	106	PT21	PE3	AT SCH HW STRCTLY ENFRCD IS STDNTS SHWNG ID TO AUTHRIZD PERSNL WHN REGSTD?
46	PP1013B	107	108	PT21	PE3	AT YOUR SCH HW STRCTLY ENFRCD IS VISITORS HAVNG TO CHECK IN AT OFFICE?
47	PP1013C	109	110	PT21	PE3	AT YOUR SCH HW STRCTLY ENFRCD IS STDNTS HVNG TO CARY HAL PASS IF OUT CLASS?
48	PP1014AD	111	112	PTC9	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY ADMNSTRTRS RSPNSBL 4 SCRTY/DISCPLN IN DY?
49	PP1014AN	113	114	PTC9	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY ADMNSTRTRS RSPNSBL 4 SCRTY/DSCPLN AT NIT?
50	PP1014BD	115	116	PTC9	PE3	MNTH PRIOR INCDNT RPTNG MNTH HW MNY SECRTY GRDS WERE EMPLYD BY SCH 4 DY DTY?
51	PP1014BN	117	118	PTC9	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY SECRTY GRDS WERE EMPLYD BY SCH 4 NIT DTY?
52	PP1014CD	119	120	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY POLC ON REGLR PATRL OUTSD SCH 4 DY DTY?
53	PP1014CN	121	122	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY POLC ON REGLR PATRL OUTSD SCH 4 NIT DTY?

PHASE I PRINCIPAL QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	PP1Q14DD	123	124	PTC1	PE3	MNTH PRIOR INCDNT RPTNG MNTH HW MNY POLC WERE STATIOND IN SCH 4 DAY DTY?
55	PP1Q14DN	125	126	PTC1	PE3	MNTH PRIOR INCDNT RPTNG MNTH HW MNY POLC WERE STATIOND IN SCH 4 NIGHT DTY?
56	PP1Q14ED	127	128	PTC2	PE1	MNTH PRI INCDNT RPTNG MNTH HW MNY STDNTS FRM SCH ACTD AS MONTRS 4 DY DTY?
57	PP1Q14EN	129	130	PTC2	PE1	MNTH PRI INCDNT RPTNG MNTH HW MNY STDNTS FRM SCH ACTD AS MONTRS 4 NIT DTY?
58	PP1Q14FD	131	132	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY PRNTS ACTD AS MONTRS/SCRTY GRD 4 DY DTY?
59	PP1Q14FN	133	134	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY PRNTS ACTD AS MONTRS/SCRTY GRD 4 NIT DTY?
60	PP1Q14GD	135	136	PTCA	PE3	MNTH PRIOR INCDNT RPTNG MNTH HW MNY JANITORS ACTED AS WATCHMN 4 DY DTY?
61	PP1Q14GN	137	138	PTCA	PE3	MNTH PRIOR INCDNT PRTNG MNTH HW MNY JANITORS ACTED AS WATCHMN 4 NIGHT DTY?
62	PP1Q14SP	139	140	PT36	PE3	SPECIFY WHT OTHR GRP OF SECURTY PRSONL THAT UR SCHL USES THAT IS NT DPNDBLE,
63	PP1Q14HD	141	142	PTCA	PE3	MNTH PRIOR INCDNT RPTNG MNTH WHT OTHR WAYS USED 4 SCH SCRTY IN DAY?
64	PP1Q14HN	143	144	PTCA	PE3	MNTH PRIOR INCDNT RPTNG MNTH WHT OTHR WAYS USED 4 SCH SCRTY AT NIGHT?
65	PP1Q15	145	146	PT7	PE3	MNTH PRIOR INCDNT RPTNG MNTH WERE ANY PEOPLE LIVNG ON CAMPUS AT YOUR SCHOOL?
66	PP1Q16A	147	149	PTC3	PE11	MNTH PRIOR INCDNT RPTNG MNTH HW MNY STDNTS AT SCH WERE SUSPENDED?
67	PP1Q16B	150	152	PTC3	PE11	MNTH PRIOR INCDNT RPTNG MNTH HW MNY STDNTS AT SCH WERE EXPELLED FROM SCHOOL?
68	PP1Q16C	153	155	PTC3	PE11	MNTH PRIOR INCDNT RPTNG MNTH HW MNY STDNTS ASSIGND CLSS 4 DISRPTV STDNTS?
69	PP1Q16D	156	158	PTC3	PE11	MNTH PRIOR INCDNT RPTNG MNTH HW MNY STDNTS TRANSFR SCH 4 DISRPTV STDNTS?
70	PP1Q16E	159	161	PTC3	PE11	MNTH PRIOR INCDNT RPTNG MNTH HW MNY STDNTS ARRESTD BY POLC 4 INCDNT SCH?
71	PP1Q17	162	163	PTC2	PE1	MNTH PRI INCDNT RPTNG MNTH HW MNY TMS U/ASST PRNCPL MT WTH PRNTS 2 DSCS CLD?
72	PP1Q18A	164	165	PT22	PE3	HANDLING DISCIPLINE PROBLEM AT SCH HW MCH SUPPORT DO U GET FROM THE PARENTS?
73	PP1Q18B	166	167	PT22	PE3	HANDLING DISCIPLINE PROBLEM AT SCH HW MCH SUPPORT DO U GET FROM LCL POLICE?
74	PP1Q18C	168	169	PT22	PE3	HANDLING DISCIPLINE PROBLEM AT SCH HW MCH SUPPORT DO U GET FROM LCL COURTS?
75	PP1Q18D	170	171	PT22	PE3	HANDLING DISCIPLINE PROBLEM AT SCH HW MCH SUPPORT DO U GET FROM SCH BOARD?
76	PP1Q18E	172	173	PT22	PE3	HNDLNG DISCPLN PRBLM AT SCH HW MCH SUPPRT DO U GET FRM SCH SYSTM CNTRL OFFC?
77	PP1Q19A	174	175	PT19	PE3	HW SERIOUS PRBLM HV VANDLSM/PERSNL ATTCK/THEFT BEEN AT SCH IN 1971-1972?
78	PP1Q19B	176	177	PT19	PE3	HW SERIOUS PRBLM HV VANDLSM/PERSNL ATTCK/THEFT BEEN AT SCH IN 1972-1973?
79	PP1Q19C	178	179	PT19	PE3	HW SERIOUS PRBLM HV VANDLSM/PERSNL ATTCK/THEFT BEEN AT SCH IN 1973-1974?
80	PP1Q19D	180	181	PT19	PE3	HW SERIOUS PRBLM HV VANDLSM/PERSNL ATTCK/THEFT BEEN AT SCH IN 1974-1975?
81	PP1Q19E	182	183	PT19	PE3	HW SERIOUS PRBLM HV VANDLSM/PERSNL ATTCK/THEFT BEEN AT SCH IN 1975-1976?
82	PP1Q20A	184	186	PT37	PE12	IF MARKD CHNG AT SCH IN SERIOUS OF PROBLM OVER LST 5 YRS WHT ATTRIBT CHNG? A
83	PP1Q20B	187	189	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUS OF PROBLM OVER LST 5 YRS WHT ATTRIBT CHNG? B
84	PP1Q20C	190	192	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUS OF PROBLM OVER LST 5 YRS WHT ATTRIBT CHNG? C
85	PP1Q20D	193	195	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUS OF PROBLM OVER LST 5 YRS WHT ATTRIBT CHNG? D
86	PP1Q20E	196	198	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUS OF PROBLM OVER LST 5 YRS WHT ATTRIBT CHNG? E
87	PP1Q21A	199	200	PT29	PE3	HAS ANY HOMICIDE OCCURRED AT YOUR SCHOOL IN THE LAST 12 MONTHS?
88	PP1Q21AN	201	202	PTC1	PE4	HOW MANY HOMICIDES HV OCCURRED AT YOUR SCHOOL IN THE LAST 12 MONTHS?
89	PP1Q21AD	203	204	PT33	PE4	DESCRIBE THE HOMICIDES THAT HV OCCURRED AT YOUR SCH IN THE LAST 12 MONTHS?
90	PP1Q21B	205	206	PT29	PE3	HAS ANY RAPES OCCURRED AT YOUR SCHOOL IN THE LAST 12 MONTHS?
91	PP1Q21BN	207	208	PTC1	PE4	HOW MANY RAPES HAVE OCCURRED AT YOUR SCHOOL IN THE LAST 12 MONTHS?
92	PP1Q22A	209	211	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DSCRB A
93	PP1Q22B	212	214	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DSCRB B
94	PP1Q22C	215	217	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DSCRB C
95	PP1Q22D	218	220	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DSCRB D
96	PP1Q22E	221	223	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DSCRB E
97	PP1Q23A	224	225	PT35	PE4	DRNG SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM ETC 2 PRVD SECRTY GRDS?
98	PP1Q23B	226	227	PT35	PE4	DRNG SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM ETC 2 HV PLC STATND IN SCH?
99	PP1Q23C	228	229	PT35	PE4	DRNG SCH HR DO U RCMND SCH HVNG PROB WTH VNDLSM ETC 2 SSPND/XPL PROB STDNT?
100	PP1Q23D	230	231	PT35	PE4	DRNG SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM 2 PT DSRPTV STDNT DIFF CLS?
101	PP1Q23E	232	233	PT35	PE4	DRNG SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM 2 GT STDNT IN SCH OPERTN?
102	PP1Q23F	234	235	PT35	PE4	DRNG SCH HR DO U RCMND SCH HVNG PROB WTH VNDLSM 2 STRCTLY ENFRC CONDCT RULS?
103	PP1Q23G	236	237	PT35	PE4	DRNG SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM 2 PRVD CORS 4 STDNT NEEDS?
104	PP1Q23H	238	239	PT35	PE4	DRNG SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM 2 PRVD CNSLNG 4 PROB STDNT?
105	PP1Q23I	240	241	PT35	PE4	DRNG SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM 2 GT PRNT INVLV IN SCH OPR?
106	PP1Q23SP	242	243	PT38	PE4	DRNG SCH HRS WHT OTHR WYS WLD RCMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT?

PHASE I PRINCIPAL QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
107	PP1Q24A	244	245	PT35	PE4	AFTR SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM ETC TO GET A GOOD ALARM?
108	PP1Q24B	246	247	PT35	PE4	AFTR SCH HRS DO U RCMND SCH HVNG PROB WTH VNDLSM 2 PROVD SCRTY GRDS IN SCH?
109	PP1Q24SP	248	249	PT38	PE4	AFTR SCH HRS WHT OTHR WYS WLD RCMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT?
110	PP1Q25A	250	252	PT38	PE16	PLEAS DSCRB OTHR THNGS U RCMND TO SCHS HVNG PROB WTH VNDLSM/ATTCKS/THEFT? A
111	PP1Q25B	253	255	PT38	PE16	PLEAS DSCRB OTHR THNGS U RCMND TO SCHS HVNG PROB WTH VNDLSM/ATTCKS/THEFT? B
112	PP1Q25C	256	258	PT38	PE16	PLEAS DSCRB OTHR THNGS U RCMND TO SCHS HVNG PROB WTH VNDLSM/ATTCKS/THEFT? C
113	PP1Q25D	259	261	PT38	PE16	PLEAS DSCRB OTHR THNGS U RCMND TO SCHS HVNG PROB WTH VNDLSM/ATTCKS/THEFT? D
114	PP1Q25E	262	264	PT38	PE16	PLEAS DSCRB OTHR THNGS U RCMND TO SCHS HVNG PROB WTH VNDLSM/ATTCKS/THEFT? E
115	PP1Q26YN	265	266	PT7	PE4	DID YOUR SCHOOL HAVE SUMMER SCHOOL PROGRAM THIS YEAR?YES/NO
116	PP1Q26.1	267	270	PTCH	PE22	HOW MANY STUDENTS WERE ENROLLED?
117	PP1Q26.2	271	273	PTC3	PE17	HOW MANY TEACHERS WERE EMPLOYED?
118	PP1Q26.3	274	275	PTC2	PE2	HOW MANY SCHOOL DAYS WAS SUMMER PROGRAM IN SESSION?
115	STATE	276	277			STATE IN WHICH SCHOOL IS LOCATED
116	REGION	278	278	PT39		CENSUS REGION IN WHICH SCHOOL IS LOCATED
117	MONTH	279	280	PT45		PARTICIPATING MONTH OF SCHOOL
118	OLOCDOM	281	281			
119	PSU	282	283			
120	EDLEVEL	284	284	PT40		TYPE OF SCHOOL
121	CLASSIZE	28	285	PT42		SIZE OF SCHOOL
122	INDICATR	286	286			
123	NLOCDOM	28·	287	PT44		LOCATIONAL DOMAIN OF SCHOOL
124	PHASE	28	288			
125	AGWEIGHT	28''	297			PRINCIPAL QUESTIONNAIRE SCHOOL AGGREGATE WEIGHT (9999,9999)
126	MNTHWGT	298	306			PRINCIPAL QUESTIONNAIRE SCHOOL MONTHLY WEIGHT (9999,9999)

EXHIBIT 2

PHASE II PRINCIPAL QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
1	PROJ	1	4			
2	SUB	5	6			
3	FORM	7	8			
4	SCHLID	9	13			SCHOOL ID
5	IDCKDIG	14	14			SCHOOL ID CHECK DIGIT
6	KEYING	15	15			
7	BATCH	16	19			
8	OPERATOR	20	21			
9	DATE	22	27			
10	PP201	28	29	PT1	PE3	FOR WHAT MONTH ARE YOU REPORTING INCIDENTS?
11	PP202	30	31	PT2	PE3	HOW WOULD YOU DESCRIBE THE AREA IN WHICH YOUR SCHOOL IS LOCATED?
12	PP203	32	33	PT3	PE3	HOW OLD IS YOUR SCHOOL'S MAIN BUILDING?
13	PP204	34	35	PTC1	PE3	HOW MANY SEPARATE BUILDINGS DOES YOUR SCHOOL HAVE?
14	PP205	36	37	PT4	PE3	OVERALL, WHAT CONDITION ARE THE BUILDINGS (IS THE BUILDING) IN?
15	PP206	38	39	PTC2	PE1	HOW MANY OPEN-SPACE CLASSROOMS ARE IN YOUR SCHOOL?
16	PP207	40	42	PTC3	PE11	IN ALL, HOW MANY CLASSROOMS ARE IN YOUR SCHOOL?
17	PP208K	43	44	PT5	PE4	IS KINDERGARTEN TAUGHT AT YOUR SCHOOL?
18	PP2081	45	46	PT5	PE4	IS FIRST GRADE TAUGHT AT YOUR SCHOOL?
19	PP2082	47	48	PT5	PE4	IS SECOND GRADE TAUGHT AT YOUR SCHOOL?
20	PP2083	49	50	PT5	PE4	IS THIRD GRADE TAUGHT AT YOUR SCHOOL?
21	PP2084	51	52	PT5	PE4	IS FOURTH GRADE TAUGHT AT YOUR SCHOOL?
22	PP2085	53	54	PT5	PE4	IS FIFTH GRADE TAUGHT AT YOUR SCHOOL?
23	PP2086	55	56	PT5	PE4	IS SIXTH GRADE TAUGHT AT YOUR SCHOOL?
24	PP2087	57	58	PT5	PE4	IS SEVENTH GRADE TAUGHT AT YOUR SCHOOL?
25	PP2088	59	60	PT5	PE4	IS EIGHTH GRADE TAUGHT AT YOUR SCHOOL?
26	PP2089	61	62	PT5	PE4	IS NINTH GRADE TAUGHT AT YOUR SCHOOL?
27	PP20810	63	64	PT5	PE4	IS TENTH GRADE TAUGHT AT YOUR SCHOOL?
28	PP20811	65	66	PT5	PE4	IS ELEVENTH GRADE TAUGHT AT YOUR SCHOOL?
29	PP20812	67	68	PT5	PE4	IS TWELFTH GRADE TAUGHT AT YOUR SCHOOL?
30	PP209	69	70	PT6	PE3	HOW LONG DOES IT USUALLY TAKE TO HAVE BROKEN WINDOWS REPLACED?
31	PP2010	71	73	PTC4	PE13	WHT PERCNTG OF OUTSD WAL AREA OF SCH (GRNDLVL) IS ORDINARL LGHTD AT NGHT?
32	PP2011A	74	75	PT7	PE3	INCIDENTS OCCUR IN VARIOUS PLACES, DOES YOUR SCHOOL HAVE A CAFETERIA?
33	PP2011B	76	77	PT7	PE3	INCIDENTS OCCUR IN VARIOUS PLACES, DOES YOUR SCHOOL HAVE FACULTY RESTROOMS?
34	PP2011C	78	79	PT7	PE3	INCIDENTS OCCUR IN VARIOUS PLACES, DOES YOUR SCHOOL HAVE A GYM?
35	PP2011D	80	81	PT7	PE3	INCIDENTS OCCUR IN VARIOUS PLACES, DOES YOUR SCHOOL HAVE A PARKING LOT?
36	PP2011E	82	83	PT7	PE3	INCIDENTS OCCUR IN VARIOUS PLACES, DOES YOUR SCHOOL HAVE AN ATHLETIC FLD?
37	PP2012A	84	86	PTC5	PE13	HERE R SM MAJOR ITEMS SMTIMES STOLN FRM SCH, HOW MNY TYPWRITRS DOES SCH HV?
38	PP2012B	87	88	PTC1	PE3	HERE R SM MAJOR ITEMS SMTIMES STOLN FRM SCH, HOW MNY MOV PRJCTRS SCH HAVE?
39	PP2012C	89	90	PTC2	PE3	HERE R SM MAJOR ITEMS SMTIMES STOLN FRM SCH, HOW MNY TV SETS DOES SCH HV?
40	PP2012D	91	93	PTC6	PE13	HERE R SM MAJOR ITEMS SMTIMES STOLN FRM SCH, HOW MNY TAPERCRD DOES SCH HV?
41	PP2012E	94	95	PTC2	PE3	HERE R SM MAJOR ITEMS STOLN FRM SCH, HW MNY VDEO TAPERCRD DOES SCH HV?
42	PP2013A	96	99	PTCL	PE23	AT WHAT TIME DOES THE SCHOOL DAY BEGIN?
43	PP2013B	100	103	PTCM	PE23	AT WHAT TIME ARE MOST STUDENTS DISMISSED FROM SCHOOL?
44	PP2013C	104	105	PTC2	PE1	HOW MANY MINUTES LONG IS AN INDIVIDUAL STUDENT'S LUNCH PERIOD?
45	PP2014	106	107	PT7	PE3	ARE STUDENTS ALLOWED TO LEAVE THE SCHOOL GROUNDS AT LUNCH TIME?
46	PP2015	108	109	PT7	PE3	WITHIN QUARTER MILE OF SCHL IS THERE PLACE STUDENTS FREQUENTLY HANG OUT?
47	PP2016A	110	111	PTC8	PE3	HW MNY FUL DYS OF SCHL WERE (R TO B) HLD MNTH WHCH U R REPORTING INCIDENTS?
48	PP2016B	112	113	PTC8	PE3	HOW MANY PART-DAYS WERE (ARE TO BE) HELD IN THAT MONTH?
49	PP2017A	114	115	PT8	PE3	BEGINNG MNTH U R RPTNG INCDNTS DID SCH HV ELCTRNC INTRSN SYSTM-R DPNDBL?
50	PP2017B	116	117	PT8	PE3	BEGINNG MNTH U R RPTNG INCDNTS DID SCH HV CLSD CRCT TV MONTRS-R DPNDBLE?
51	PP2017C	118	119	PT8	PE3	BEGINNG MNTH U R RPTNG INCDNTS DID SCH HV ATMTC CMMNCTN LNK POLIC-R DPNDBLE?
52	PP2017D	120	121	PT8	PE3	BEGINNG MNTH RPTNG INCDNTS DID SCH HV PRTBLE EMRGNCY SIGNLNG DVIC-R DPNDBLE?
53	PP2017E	122	123	PT8	PE3	BEGINNG MNTH U R RPTNG INCDNTS DID SCH HV SECURITY VAULT, IS DEPNDBLE?

PHASE II PRINCIPAL QUESTIONNAIRE CODEBOOK

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                                  1ST   2ND
VAR.  VARIABLE START  END  RNG   RNG
NUM.    NAME    POS.  POS. CODE  CODE          VARIABLE LABEL
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 54   PP2Q18A   124   125  PT9   PE3   BEGINNG MNTH U R RECORDING INCDNTS DID SCH HV DEADBOLT LOCKS ON DOORS?
 55   PP2Q18B   126   127  PT9   PE3   BEGINNG MNTH U R RECORDING INCDNTS DID SCH HV INTRUSION ALARMS ON DOORS?
 56   PP2Q18C   128   129  PT9   PE3   BEGINNG MNTH U R RECORDING INCDNTS DID SCH HV SECURITY SCRNS ON WINDOWS?
 57   PP2Q18D   130   131  PT9   PE3   BEGINNG MNTH U R RECORDING INCDNTS DID SCH HV INTRUSION ALRMS ON WINDWS?
 58   PP2Q18E   132   133  PT9   PE3   BEGINNG MNTH U R RECORDING INCDNTS DID SCHL HV UNBREAKABLE GLASS WINDOWS?
 59   PP2Q19    134   135  PT10  PE3   ARE ANY OF SECURITY DEVICES THAT YOUR SCHL HAS (QUES 18) NOT DEPENDABLE?
 60   PP2Q19A   136   137  PT11  PE4   WHICH OF THE SECURITY DEVICES (QUES 18) AT YOUR SCHOOL ARE NOT DEPENDABLE?A
 61   PP2Q19B   138   139  PT11  PE4   WHICH OF THE SECURITY DEVICES (QUES 18) AT YOUR SCHOOL ARE NOT DEPENDABLE?B
 62   PP2Q19C   140   141  PT11  PE4   WHICH OF THE SECURITY DEVICES (QUES 18) AT YOUR SCHOOL ARE NOT DEPENDABLE?C
 63   PP2Q19D   142   143  PT11  PE4   WHICH OF THE SECURITY DEVICES (QUES 18) AT YOUR SCHOOL ARE NOT DEPENDABLE?D
 64   PP2Q19E   144   145  PT11  PE4   WHICH OF THE SECURITY DEVICES (QUES 18) AT YOUR SCHOOL ARE NOT DEPENDABLE?E
 65   PP2Q20A1  146   147  PT12  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE ADM/FAC 4 SECURTY ON SCHL DAYS?
 66   PP2Q20A2  148   149  PT13  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE ADM/FAC 4 SECURTY ON WKEND/HLDYS?
 67   PP2Q20A3  150   151  PT14  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE ADM/FAC 4 SECURTY AT ATHLTC EVNT?
 68   PP2Q20A4  152   153  PT15  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE ADM/FAC 4 SECRTY AT SOCL FUNCTNS?
 69   PP2Q20A9  154   155  PT16  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH NT USE ADM/FAC FOR SECURITY PURPOSES?
 70   PP2Q20B1  156   157  PT12  PE4   12 MNTH PRIOR INCDNT RPTNG MNTH DID SCH USE SECURITY GUARDS ON SCHOOL DAYS?
 71   PP2Q20B2  158   159  PT13  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE SECURITY GUARDS ON WKEND/HOLIDYS?
 72   PP2Q20B3  160   161  PT14  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE SCURITY GUARDS AT ATHLTC EVENTS?
 73   PP2Q20B4  162   163  PT15  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE SECURITY GUARDS AT SOCL FUNCTNS?
 74   PP2Q20B9  164   165  PT16  PE4   12 MNTH PRIOR INCDNT RPTNG MNTH DID SCH NOT USE SCRTY GRDS EMPLY BY SCHOOL?
 75   PP2Q20C1  166   167  PT12  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE POLC ON RGLR PTRL ON SCHOOL DAYS?
 76   PP2Q20C2  168   169  PT13  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE POLC ON RGLR PTRL ON WKEND/HOLDYS?
 77   PP2Q20C3  170   171  PT14  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE POLC ON RGLR PTRL AT ATHLTC EVNTS?
 78   PP2Q20C4  172   173  PT15  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE POLC ON RGLR PTRL AT SOCL FUNCTNS?
 79   PP2Q20C9  174   175  PT16  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH NOT USE POLC ON REGLR PTRL OUTSD SCH?
 80   PP2Q20D1  176   177  PT12  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE POLC STATND IN SCH ON SCH DAYS?
 81   PP2Q20D2  178   179  PT13  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE POLC STATND IN SCH ON WKEND/HLDY?
 82   PP2Q20D3  180   181  PT14  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE POLC STATND IN SCH AT ATHLTC EVNT?
 83   PP2Q20D4  182   183  PT15  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE POLC STATND IN SCH AT SOCL FNCTN?
 84   PP2Q20D9  184   185  PT16  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH NOT USE POLICE STATIONED IN SCHOOL?
 85   PP2Q20E1  186   187  PT12  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE STDNTS AS MONTRS ON SCHOOL DAYS?
 86   PP2Q20E2  188   189  PT13  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE STDNTS AS MONTRS ON WKEND/HOLDYS?
 87   PP2Q20E3  190   191  PT14  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE STDNTS AS MONTRS AT ATHLTC EVNTS?
 88   PP2Q20E4  192   193  PT15  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE STDNTS AS MONTRS AT SOCL FUNCTNS?
 89   PP2Q20E9  194   195  PT16  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH NOT USE STDNTS FRM SCHL AS MONITORS?
 90   PP2Q20F1  196   197  PT12  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE PRNTS AS MONTRS ON SCHOOL DAYS?
 91   PP2Q20F2  198   199  PT13  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE PRNTS AS MONTRS ON WKEND/HOLIDYS?
 92   PP2Q20F3  200   201  PT14  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE PRNTS AS MONTRS AT ATHLTC EVNTS?
 93   PP2Q20F4  202   203  PT15  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE PRNTS AS MONTRS AT SOCL FUNCTNS?
 94   PP2Q20F9  204   205  PT16  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH NOT USE PRNTS AS MONTRS OR SCRTY GRD?
 95   PP2Q20G1  206   207  PT12  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE JANTRS AS WTCHMN ON SCHOOL DAYS?
 96   PP2Q20G2  208   209  PT13  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE JANTRS AS WTCHMN ON WKEND/HOLDYS?
 97   PP2Q20G3  210   211  PT14  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE JANTRS AS WTCHMN AT ATHLTC EVNTS?
 98   PP2Q20G4  212   213  PT15  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE JANTRS AS WTCHMN AT SOCL FUNCTNS?
 99   PP2Q20G9  214   215  PT16  PE4   12 MNTH PRIOR INCDNT RPTNG MNTH DID SCH NOT USE JANITORS AS WATCHMEN?
100   PP2Q20SP  216   217  PT36  PE4   SPECIFY WHAT OTHER GROUP WAS USED FOR YOUR SCHOOL'S SECURITY.
101   PP2Q20H1  218   219  PT12  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE OTHER MTHD OF SCRTY ON SCH DAYS?
102   PP2Q20H2  220   221  PT13  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE OTHR MTHD OF SCRTY ON WKEND/HLDY?
103   PP2Q20H3  222   223  PT14  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE OTHR MTHD OF SCRTY AT ATHLTC EVNT
104   PP2Q20H4  224   225  PT15  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH USE OTHR MTHD OF SCRTY AT SOCL FUNCTN?
105   PP2Q20H9  226   227  PT16  PE4   12 MNTH PRI INCDNT RPTNG MNTH DID SCH NOT USE OTHER METHODS OF SECURITY?
106   PP2Q21AD  228   229  PTC9  PE3   MNTH PRI INCDNT RPTNG MNTH HV ANY ADM/FAC USED FOR SECURITY ON DAY DUTY?
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VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
107	PP2Q21AN	230	231	PTC9	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY ADM/FAC USED FOR SECURITY ON NIGHT DUTY?
108	PP2Q21BD	232	233	PTC9	PE3	MNTH PRIOR INCONT RPTNG MNTH HW MNY SECURITY GUARDS USED FOR DAY DUTY?
109	PP2Q21BN	234	235	PTC9	PE3	MNTH PRIOR INCONT RPTNG MNTH HW MNY SECURITY GUARDS USED FOR NIGHT DUTY?
110	PP2Q21CD	236	237	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY POLC ON REGULAR PATRL USED FOR DAY DUTY?
111	PP2Q21CN	238	239	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY POLC ON REGULAR PATRL USED FOR NIGHT DUTY?
112	PP2Q21DD	240	241	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY POLC STATND IN SCH USED FOR DAY DUTY?
113	PP2Q21DN	242	243	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY POLC STATND IN SCH USED FOR NIGHT DUTY?
114	PP2Q21ED	244	245	PTC2	PE1	MNTH PRIOR INCONT RPTNG MNTH HW MNY STUDENT MONITORS USED FOR DAY DUTY?
115	PP2Q21EN	246	247	PTC2	PE1	MNTH PRIOR INCONT RPTNG MNTH HW MNY STUDENT MONITORS USED FOR NIGHT DUTY?
116	PP2Q21FD	248	249	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY PARENTS AS MONITORS USED FOR DAY DUTY?
117	PP2Q21FN	250	251	PTC1	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY PARENTS AS MONITORS USED FOR NIGHT DUTY?
118	PP2Q21GD	252	253	PTCA	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY JANITORS AS WATCHMN USED FOR DAY DUTY?
119	PP2Q21GN	254	255	PTCA	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY JANITORS AS WATCHMN USED FOR NIGHT DUTY?
120	PP2Q21SP	256	257	PT36	PE3	SPCFY WHT OTHR GRP OF SECURTY PERSONL THAT UR SCHL USES THAT IS NT DPNDBLE.
121	PP2Q21HD	258	259	PTCA	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY OTHR METHODS OF SCRTY USED FOR DAY DUTY?
122	PP2Q21HN	260	261	PTCA	PE3	MNTH PRI INCDNT RPTNG MNTH HW MNY OTHR METHODS OF SCRTY USED FOR NIGHT DUTY?
123	PP2Q22	262	263	PT10	PE3	ARE ANY OF THE SECURITY PERSONNEL THAT YOUR SCH USES (QUES 21) NT DEPENDBLE?
124	PP2Q22A	264	265	PT17	PE4	WHICH OF THE SECURITY PERSONNEL AT YOUR SCHL (QUES 21) ARE NOT DEPENDABLE?A
125	PP2Q22B	266	267	PT17	PE4	WHICH OF THE SECURITY PERSONNEL AT YOUR SCHL (QUES 21) ARE NOT DEPENDABLE?B
126	PP2Q22C	268	269	PT17	PE4	WHICH OF THE SECURITY PERSONNEL AT YOUR SCHL (QUES 21) ARE NOT DEPENDABLE?C
127	PP2Q22D	270	271	PT17	PE4	WHICH OF THE SECURITY PERSONNEL AT YOUR SCHL (QUES 21) ARE NOT DEPENDABLE?D
128	PP2Q22E	272	273	PT17	PE4	WHICH OF THE SECURITY PERSONNEL AT YOUR SCHL (QUES 21) ARE NOT DEPENDABLE?E
129	PP2Q22F	274	275	PT17	PE4	WHICH OF THE SECURITY PERSONNEL AT YOUR SCHL (QUES 21) ARE NOT DEPENDABLE?F
130	PP2Q22G	276	277	PT17	PE4	WHICH OF THE SECURITY PERSONNEL AT YOUR SCHL (QUES 21) ARE NOT DEPENDABLE?G
131	PP2Q22H	278	279	PT17	PE4	WHICH OF THE SECURITY PERSONNEL AT YOUR SCHL (QUES 21) ARE NOT DEPENDABLE?H
132	PP2Q23	280	281	PT7	PE3	MNTH PRI TO INCDNT RPTNG MNTH WERE ANY PEOPL LIVNG ON CAMPUS AT YOUR SCHL?
133	PP2Q24AP	282	283	PT7	PE6	POLICE STATIONED AT SCH MNTH PRIOR INCONT RPTNG MNTH DID THEY WEAR UNIFRMS?
134	PP2Q24AS	284	285	PT7	PE6	SCRTY GRDS STATND AT SCH MNTH PRIOR INCONT RPTNG MNTH DID THEY WEAR UNIFRM?
135	PP2Q24BP	286	287	PT7	PE6	IF POLICE STATND AT SCH MNTH PRIOR INCONT RPTNG MNTH DID THEY CARRY GUNS?
136	PP2Q24BS	288	289	PT7	PE6	IF SCRTY GRDS STATND AT SCH MNTH PRI INCDNT RPTNG MNTH DID THEY CARY GUNS?
137	PP2Q24CP	290	291	PT7	PE6	IF POLC STATND AT SCH MNTH PRI INCDNT RPTNG MNTH DID THEY CARY OTHR WEAPNS?
138	PP2Q24CS	292	293	PT7	PE6	SCRTY GRDS STATND SCH MNTH PRI INCDNT RPTNG MNTH DID THEY CARY OTHR WEAPN?
139	PP2Q24DP	294	295	PT7	PE6	IF POLC STATND AT SCH MNTH PRI INCDNT RPTNG MNTH DID THEY USE GUARD DOGS?
140	PP2Q24DS	296	297	PT7	PE6	SCRTY GRDS STATND AT SCH MNTH PRI INCDNT RPTNG MNTH DID THEY USE GRD DOGS?
141	PP2Q25	298	299	PT7	PE3	DOES SCH KEEP RCRDS OF INCDNTS SUCH AS VANDLSM/PERSONL ATTCKS/THFT AS OCCUR?
142	PP2Q26A	300	301	PT19	PE3	HW SERIOUS PROBLM HAS VANDLSM/PERSONL ATTCK/THFT BEEN AT SCH IN 1971-1972?
143	PP2Q26B	302	303	PT19	PE3	HW SERIOUS PROBLM HAS VANDLSM/PERSONL ATTCK/THFT BEEN AT SCH IN 1972-1973?
144	PP2Q26C	304	305	PT19	PE3	HW SERIOUS PROBLM HAS VANDLSM/PERSONL ATTCK/THFT BEEN AT SCH IN 1973-1974?
145	PP2Q26D	306	307	PT19	PE3	HW SERIOUS PROBLM HAS VANDLSM/PERSONL ATTCK/THFT BEEN AT SCH IN 1974-1975?
146	PP2Q26E	308	309	PT19	PE3	HW SERIOUS PROBLM HAS VANDLSM/PERSONL ATTCK/THFT BEEN AT SCH IN 1975-1976?
147	PP2Q27A	310	312	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUSNS OF PROB IN LAST 5 YRS WHT U ATTRBUT CHNG? A
148	PP2Q27B	313	315	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUSNS OF PROB IN LAST 5 YRS WHT U ATTRBUT CHNG? B
149	PP2Q27C	316	318	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUSNS OF PROB IN LAST 5 YRS WHT U ATTRBUT CHNG? C
150	PP2Q27D	319	321	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUSNS OF PROB IN LAST 5 YRS WHT U ATTRBUT CHNG? D
151	PP2Q27E	322	324	PT37	PE12	IF MRKD CHNG AT SCH IN SERIOUSNS OF PROB IN LAST 5 YRS WHT U ATTRBUT CHNG? E
152	PP2Q28A	325	326	PT29	PE3	HAVE ANY HOMICIDES OCCURRED IN YOUR SCHOOL IN THE LAST 12 MONTHS?
153	PP2Q28AN	327	328	PTCN	PE4	HOW MANY HOMICIDES OCCURRED IN YOUR SCHOOL IN THE LAST 12 MONTHS?
154	PP2Q28AD	329	330	PT33	PE4	DESCRIBE HOMICIDES THAT HV OCCURRED IN YOUR SCHOOL IN THE LAST 12 MONTHS?
155	PP2Q28B	331	332	PT29	PE3	HAVE ANY RAPES OCCCURRED IN YOUR SCHOOL IN THE LAST 12 MONTHS?
156	PP2Q28BN	333	334	PTCP	PE4	HOW MANY RAPES OCCURRED IN YOUR SCHOOL IN THE LAST 12 MONTHS?
157	PP2Q29A	335	336	PT20	PE3	DOES YOUR SCHOOL EMPLOY LOCKER CHECKS? ARE THEY EFFECTIVE?
158	PP2Q29B	337	338	PT20	PE3	DOES YOUR SCHOOL EMPLOY THE KEY CONTROL SYSTEM? IS IT EFFECTIVE?
159	PP2Q29C	339	340	PT20	PE3	DOES SCH EMPLOY SCH KEYS DESIGNED TO PREVENT DUPLICATN? IS EFFECTV?

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VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
160	PP2Q29D	341	342	PT20	PE3	DOES SCH EMPLOY OUTSD LOCKS REPLACED WHEN KEY MISSING? IS EFFECTIVE?
161	PP2Q30A	343	344	PT21	PE3	AT SCH HW STRCTLY ENFRCD IS STDNTS SHWNG ID CARD TO PERSONL WHN REQUESTED?
162	PP2Q30B	345	346	PT21	PE3	AT SCH HW STRICTLY ENFORCED IS VISITORS MUST CHECK IN AT OFFICE?
163	PP2Q30C	347	348	PT21	PE3	AT SCH HW STRCTLY ENFORCD IS STDNTS MUST CARRY HALL PASS IF OUT OF CLASS?
164	PP2Q30D	349	350	PT21	PE3	AT SCH HW STRICTLY ENFORCED IS STUDENTS MUST COMPLY WITH A DRESS CODE?
165	PP2Q30F	351	352	PT21	PE3	AT SCH HW STRICTLY ENFORCED IS STUDENTS MUST COMPLY WITH A SMOKING CODE?
166	PP2Q30F	353	354	PT21	PE3	AT SCH HW STRCTLY ENFORCD IS STDNTS DESTROY SCH PROPERTY MUST REPAY SCHOOL?
167	PP2Q31A	355	357	PTCB	PE11	MNTH PRIOR INCDNT RPTNG MNTH HW MNY STDNTS WERE PUT ON SCHOOL PROBATION?
168	PP2Q31B	358	360	PTCB	PE11	MNTH PRIOR INCIDENT REPORTING MNTH HW MNY STDNTS WERE PADDLED?
169	PP2Q31C	361	363	PTCB	PE11	MNTH PRIOR INCIDENT REPORTING MNTH HW MNY STUDENTS WERE SUSPENDED?
170	PP2Q31D	364	366	PTCC	PE13	MNTH PRIOR INCIDENT REPORTING MNTH HW MNY STDNTS WERE EXPELLED FROM SCH?
171	PP2Q31E	367	369	PTCB	PE11	MNTH PRI INCDNT REPTNG MNTH HW MNY STDNTS ASSGND CLASS 4 DSRUPTV STDNTS?
172	PP2Q31F	370	372	PTCD	PE13	MNTH PRI INCDNT REPTNG MNTH HW MNY STDNTS SENT 2 SPCL SCH 4 PROB STDNT?
173	PP2Q31G	373	375	PTC5	PE13	MNTH PRI INCDNT RPTNG MNTH HW MNY STDNTS SNT 2 OTHR SCH BCAUS R PROBS?
174	PP2Q31H	376	378	PTCC	PE13	MNTH PRI INCDNT RPTNG MNTH HW MNY STDNTS WERE SNT 2 MNTL HLTH AGNCY AS PROB?
175	PP2Q31I	379	381	PTCE	PE13	MNTH PRI INCDNT RPTNG MNTH HW MNY STDNTS ARRESTED BY POLC 4 SCHL PROBLEM?
176	PP2Q32	382	384	PTCR	PE13	MNTH PRI INCDNT RPTNG MNTH HW MNY TMS U/ASST PRNCPL MT WTH PRNT 2 DSCUS CLD?
177	PP2Q33	385	386	PT7	PE3	DOES YOUR SCHOOL HAVE A DISCIPLINE COURT WITH STUDENTS ON IT?
178	PP2Q34A	387	388	PT22	PE3	HANDLNG DISCIPLN PROB AT SCH HW MCH SUPPORT DO YOU GET FROM PARENTS?
179	PP2Q34B	389	390	PT22	PE3	HANDLNG DISCIPLN PROB AT SCH HW MCH SUPPORT DO YOU GET FROM LOCAL POLICE?
180	PP2Q34C	391	392	PT22	PE3	HANDLNG DISCIPLN PROB AT SCH HW MCH SUPPORT DO YOU GET FROM LOCAL COURTS?
181	PP2Q34D	393	394	PT22	PE3	HANDLNG DISCIPLN PROB AT SCH HW MCH SUPPORT DO YOU GET FROM SCHOOL BOARD?
182	PP2Q34E	395	396	PT22	PE3	HANDLNG DISCPLN PROB AT SCH HW MCH SUPPRT DO U GT FRM SCH SYSTM CNTRL OFFC?
183	PP2Q35	397	398	PT23	PE3	HW OFTEN DO PARENTS OBJECT TO DISCIPLINARY MEASURES U CONSIDER APPROPRIATE?
184	PP2Q36	399	400	PT24	PE3	DOES YOUR SCHOOL HAVE A PRINTED STUDENT RIGHTS AND RESPONSIBILITIES CODE?
185	PP2Q37	401	402	PTCF	PE3	HOW MANY YEARS HAVE YOU BEEN THE PRINCIPAL OF THIS SCHOOL?
186	PP2Q38	403	404	PTCA	PE3	HW MANY PRINCIPALS HAS SCHOOL HAD IN THE LAST 10 YRS INCLUDING YOURSLF?
187	PP2Q39	405	406	PT25	PE3	ARE YOU MALE OR FEMALE?
188	PP2Q40	407	408	PT26	PE3	CIRCLE THE NUMBER THAT BEST DESCRIBES YOU!
189	PP2Q41	409	410	PT27	PE3	HOW OLD ARE YOU?
190	PP2Q421	411	412	PT34	PE4	HAVE YOU TAUGHT ANY COLLEGE PREPARATORY COURSES?
191	PP2Q422	413	414	PT34	PE4	HAVE YOU TAUGHT ANY COMMERCIAL COURSES?
192	PP2Q423	415	416	PT34	PE4	HAVE YOU TAUGHT ANY SPECIAL EDUCATION COURSES?
193	PP2Q424	417	418	PT34	PE4	HAVE YOU TAUGHT ANY PHYSICAL EDUCATION COURSES?
194	PP2Q425	419	420	PT34	PE4	HAVE YOU TAUGHT ANY INDUSTRIAL ARTS COURSES?
195	PP2Q426	421	422	PT34	PE4	HAVE YOU TAUGHT NONE OF THE ABOVE COURSES?
196	PP2Q43A	423	425	PTC8	PE11	HOW MANY CENTRAL OFFICE STAFF WORK AT YOUR SCHOOL EITHER FULL/PART-TIME?
197	PP2Q43B	426	428	PTC1	PE11	HOW MANY GUIDANCE COUNSELORS WORK AT YOUR SCHOOL EITHER FULL/PART-TIME?
198	PP2Q43C	429	431	PTC8	PE11	HOW MANY SPECIAL EDUCATION TEACHERS WRK AT YOUR SCH EITHER FULL/PART-TIME?
199	PP2Q43D	432	434	PTC8	PE11	HW MANY MENTAL HEALTH SPECIALISTS WORK AT YOUR SCH EITHER FULL/PART-TIME?
200	PP2Q43E	435	437	PTCG	PE11	HW MNY HUMAN RELATIONS SPECIALISTS WORK AT YOUR SCH EITHER FULL/PART-TIME?
201	PP2Q43F	438	440	PTC1	PE11	HOW MANY READING SPECIALISTS WORK AT YOUR SCHOOL EITHER FULL/PART-TIME?
202	PP2Q43G	441	443	PTCE	PE11	HW MNY TEACHRS' AIDES (INCLUDNG VOLUNTRS) WORK AT SCH EITHER FULL/PART-TIME?
203	PP2Q43H	444	446	PTCE	PE11	HW MNY STDNT TUTORS (INCLUDING VOLUNTEERS) WRK AT SCH EITHER FUL/PRT-TIME?
204	PP2Q43I	447	449	PTC4	PE11	HW MNY ADLT TUTORS(INCLUDING VOLUNTEERS) WRK AT SCH EITHER FUL/PART-TIME?
205	PP2Q44	450	451	PTC2	PE1	HOW MANY PARENTS OF STUDENTS WORK AT YOUR SCHOOL, FOR PAY OR VOLUNTEERS?
206	PP2Q45	452	454	PTC5	PE11	HOW MANY FULL-TIME CLASSROOM TEACHERS DOES YOUR SCHOOL HAVE?
207	PP2Q46	455	457	PTC6	PE11	ASIDE FRM TEACHRS HW MNY OTHER FULL-TIME STFF MEMBERS DOES YOUR SCH HAVE?
208	PP2Q47	458	459	PTC2	PE1	HOW MANY TEACHERS HAVE LEFT THIS SCHOOL IN THE PAST 12 MONTHS?
209	PP2Q48	460	463	PTCH	PE21	HOW MANY STUDENTS ARE CURRENTLY ENROLLED IN YOUR SCHOOL?
210	PP2Q49	464	467	PTCH	PE21	WHAT IS YOUR SCHOOL'S AVERAGE DAILY ATTENDANCE?
211	PP2Q50	468	470	PTCH	PE11	IN THE PAST 2 SEMESTERS HW MNY STUDENTS HV TRANSFERRED TO OTHER SCHOOLS?
212	PP2Q51	471	473	PTCB	PE11	IN THE PAST 2 SEMESTERS HW MNY STUDENTS HV DROPPED OUT OF THIS SCHOOL?

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
213	PP2Q52A	474	476	PTC4	PE13	APPRXMTLY WHT PRCNTG OF STDNTS ATTNDNG SCH R CHLDRN OF PRO/MANAGERL PRSONL?
214	PP2Q52B	477	479	PTC4	PE13	APPRXMTLY WHT PRCNTG OF STDNTS ATTNDNG SCH R CHLDRN OF CLRCL/SKILLD WORKERS?
215	PP2Q52C	480	482	PTC4	PE13	APPRXMTLY WHT PRCNTG STDNTS ATTNDNG SCH R CHLDRN FCTRY/BLU COLLR WORKERS?
216	PP2Q52D	483	485	PTC4	PE13	APPRXMTLY WHT PERCNTG OF STDNTS ATTNDNG SCH R CHLDRN OF FARM WORKERS?
217	PP2Q52E	486	488	PTC4	PE13	APPRXMTLY WHT PERCENTG OF STDNTS ATTNDNG SCH R CHLDRN OF PERSONS ON WELFARE?
218	PP2Q53	489	492	PTC5	PE23	HOW MANY CHILDREN ARE RECEIVING FREE LUNCHES AT YOUR SCHOOL?
219	PP2Q54	493	496	PTC5	PE25	IF SCH IS TITLE 1 ELIGIBLE HW MNY TITLE 1 STDNTS DO YOU HV THIS YEAR?
220	PP2Q55A	497	498	PT28	PE3	IF SCH OFFERS COURSES ON LAW/CRIMNL JUSTC HOW MANY STUDENTS TAKE THEM?
221	PP2Q55B	499	500	PT28	PE3	IF SCH OFFERS COURSES ON HUMAN RELATION HOW MANY STUDENTS TAKE THEM?
222	PP2Q56	501	503	PTC4	PE13	WHT PRCNTGE OF STDNTS IN SCH R READING LEAST 1 YR BELOW THEIR GRADE LVL?
223	PP2Q57	504	506	PTC4	PE13	WHAT PERCENTAGE OF YOUR STUDENTS ARE IN LOW ABILITY CLASSES?
224	PP2Q58	507	509	PTC4	PE13	WHAT PERCENTAGE OF LAST YR'S SENIORS APPLIED TO A 2-YR OR 4-YR COLLEGE?
225	PP2Q591	510	511	PT29	PE3	DOES SCH PLACE STDNTS IN JBS RELATD TO KIND WRK THEY R CONSIDNG 4 CAREER?
226	PP2Q592	512	514	PTC8	PE17	HOW MANY STUDENTS ARE IN SUCH JOBS?
227	PP2Q60	515	516	PTC9	PE5	(IF IN CITY/TOWN) ABT HW FAR FRM SCH IS THE CENTRAL BUSINESS DISTRICT?
228	PP2Q61	517	518	PTC2	PE1	HOW FAR FROM SCHOOL IS THE FARTHEST POINT IN YOUR ATTENDANCE AREA?
229	PP2Q62	519	521	PTC3	PE11	ABOUT HOW MANY STUDENTS ARE BUSSED IN FOR RACIAL BALANCE?
230	PP2Q63	522	523	PTCK	PE5	(IF SCH HS BUSNG 4 RACIAL BALANCE)WHT YR DID BUSNG FOR THIS PURPOSE BEGIN?
231	PP2Q64A	524	525	PT7	PE3	IS YOUR SCHOOL UNDER A COURT ORDER TO DESEGREGATION?
232	PP2Q64B	526	527	PT7	PE3	IS YOUR SCHOOL PART OF ANY OTHER LOCAL DESEGREGATION PROGRAM?
233	PP2Q65A	528	529	PT30	PE3	HOW MUCH INVOLVEMENT IN SCHOOL AFFAIRS DO THE PARENTS HAVE?
234	PP2Q65B	530	531	PT30	PE3	HW MCH INVOLVEMNT IN SCH AFFAIRS DO THE PARNT-TEACHER ORGANIZATION HV?
235	PP2Q66	532	533	PT7	PE3	DOES SCH HV A FRMLY ESTBLSHD PRNT ADVSRY COMMTTE (NT PTA/HME&SCH ASSOC ETC)?
236	PP2Q67A	534	535	PT31	PE3	DRNG SCH YR HW OFTN IS SCH OPN 4 EDCATNL/RECRTNL/COMMNTY USE DRNG AFTRNONS?
237	PP2Q67B	536	537	PT31	PE3	DRNG SCH YR HW OFTN IS SCH OPN 4 EDCATNL/RECRTNL/COMMNTY USE DRNG EVENINGS?
238	PP2Q67C	538	539	PT31	PE3	DRNG SCH YR HW OFTN IS SCH OPN 4 EDCATN/RECRTNL/COMMNTY USE DRNG WEEKEND?
239	PP2Q68	540	541	PT32	PE3	COMPRD OTHR AREA IN SCH DISTRCT HW MCH CRIME IN AREA SERVED BY YOUR SCHOOL?
240	PP2Q69A	542	543	PT19	PE3	HOW MUCH OF A PROBLEM IS THE PRESENCE OF YOURTHFUL NONSTUDENTS IN SCHOOL?
241	PP2Q69B	544	545	PT19	PE3	HW MCH OF A PROBLEM IS PRESENCE OF YOUTHFUL NONSTUDENTS AROUND SCHOOL?
242	PP2Q70	546	547	PTC2	PE1	HW MNY STDNTS IN SCH R ON LGL PROBTN PARL/EDUCATNL RELEAS FRM CORRCTNL INST?
243	PP2Q71A	548	549	PT29	PE3	IS THERE STATE/LCL LAW MKNG PARNTS FINANCLY RESPNSBLE 4 CHILD'S VANDLSM?
244	PP2Q71B	550	551	PT7	PE4	HAS SCHOOL RECEIVED COMPENSATION AS RESULT OF THIS LAW IN THE LAST YEAR?
245	PP2Q72A	552	554	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PROG SUCSFL RDCNG THM? DESCRBA
246	PP2Q72B	555	557	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DESCRBB
247	PP2Q72C	558	560	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DESCRBC
248	PP2Q72D	561	563	PT38	PE12	IF SCH HS PROB WTH VNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DESCRBD
249	PP2Q72E	564	566	PT38	PE12	IF SCH HS PROB WTH UNDLSM/ATTCK/THFT HV U ANY PGRM SUCSFL RDCNG THM? DESCRBE
250	PP2Q731	567	568	PT35	PE4	WLD U RCMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 PROVD SCRTY GRDS IN SCH?
251	PP2Q732	569	570	PT35	PE4	WLD U RCMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 HV POLC STATND IN SCH?
252	PP2Q733	571	572	PT35	PE4	WLD U RCMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 SUSPND/EXPL PRBLM STDNTS?.
253	PP2Q734	573	574	PT35	PE4	WLD RCMMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 PT PRBLM STDNT DIF CLSS?
254	PP2Q735	575	576	PT35	PE4	WLD U RCMMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 GT STDNT INVLV SCH OPRTN?
255	PP2Q736	577	578	PT35	PE4	WLD U RCMMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 ENFORC STRCT CONDCT RULS?
256	PP2Q737	579	580	PT35	PE4	WLD U RCMMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 PROVD COURS 2 STDNT NEED?
257	PP2Q738	581	582	PT35	PE4	WLD U RCMMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 PROVD CONSLNG 4 PROB STD?
258	PP2Q739	583	584	PT35	PE4	WLD U RCMMND SCH HVNG PROB WTH VNDLSM/ATTCK/THFT 2 GT PRNTS INVLV SCH OPRTN?
259	PP2Q7310	585	586	PT38	PE4	HV U ANY OTHR THNGS U CAN RCMMND 2 SCH HVNG PROB WTH VNDLSM/ATTCK/THFT?
260	PP2Q741	587	588	PT35	PE4	AFTR SCH WLD U RCMMND SCH HVNG PRBLM WTH VNDLSM/THFT 2 GT GOOD ALRM SYSTEM?
261	PP2Q742	589	590	PT35	PE4	AFTR SCH WLD U RCMMND SCH HVNG PRBLM WTH VNDLSM/THFT 2 PROVD SECRTY GRDS?
262	PP2Q743	591	592	PT38	PE4	DO U HV ANY OTHR THNGS TO RCMMND SCH HVNG PROB WTH VANDSM/THFT AFTR SCH?
263	PP2Q75A	593	595	PT38	PE16	PLEASE DESCRB OTHR THNGS U WLD RCMMND SCH HVNG PRBLM WITH VANDLSM & THEFT? A
264	PP2Q75B	596	598	PT38	PE16	PLEASE DESCRB OTHR THNGS U WLD RCMMND SCH HVNG PRBLM WITH VANDLSM & THEFT? B
265	PP2Q75C	599	601	PT38	PE16	PLEASE DESCRB OTHR THNGS U WLD RCMMND SCH HVNG PRBLM WITH VANDLSM & THEFT? C

PHASE II PRINCIPAL QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
266	PP2Q75D	602	604	PT38	PE16	PLEASE DESCRB OTHR THNGS U WLD RCMMND SCH HVNG PRBLM WITH VANDLSM & THEFT? D
267	PP2Q75E	605	607	PT38	PE16	PLEASE DESCRB OTHR THNGS U WLD RCMMND SCH HVNG PRBLM WITH VANDLSM & THEFT? E
268	PP2Q761	608	609	PT7	PE4	DID YOUR SCHOOL HAVE SUMMER PROGRAM THIS YEAR?YES/NO
269	PP2Q762	610	613	PTCH	PE22	HOW MANY STUDENTS WERE ENROLLED?
270	PP2Q763	614	616	PTC3	PE17	HOW MANY TEACHERS WERE EMPLOYED?
271	PP2Q764	617	618	PTC2	PE2	HOW MANY SCHOOL DAYS WAS SUMMER PROGRAM IN SESSION?
272	STATE	619	620	PT8A		STATE IN WHICH SCHOOL IS LOCATED
273	REGION	621	621	PT39		CENSUS REGION IN WHICH SCHOOL IS LOCATED
274	MONTH	622	623	PT45		MONTH OF PARTICIPATION OF SCHOOL
275	DLOCDOM	624	624			
276	PSU	625	626			
277	EDLEVEL	627	627	PT41		TYPE OF SCHOOL
278	CLASSIZE	628	628	PT43		SIZE OF SCHOOL
279	INDICATR	629	629			
280	NLOCDOM	630	630	PT44		LOCATIONAL DOMAIN OF SCHOOL
281	PHASE	631	631			
282	AGWEIGHT	632	640			PRINCIPAL QUESTIONNAIRE SCHOOL AGGREGATE WEIGHT (9999,9999)
283	MNTHWGT	641	649			PRINCIPAL QUESTIONNAIRE SCHOOL MONTHLY WEIGHT (9999,9999)

EXHIBIT 3

STUDENT QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
1	PROJ	1	4			
2	SUB	5	6			
3	FORM	7	8			
4	ID	9	13			STUDENT ID
5	IDCKDG	14	14			STUDENT ID CHECK DIGIT
6	KEYING	15	15			
7	BATCH	16	19			
8	OPERATOR	20	21			
9	DATE	22	27			
10	SCHOOLID	28	32			SCHOOL ID
11	SHIDCKDG	33	33			SCHOOL ID CHECK DIGIT
12	STDQ1	34	35	ST1	SE3	ARE YOU MALE OR FEMALE?
13	STDQ2	36	37	ST2	SE3	HOW OLD ARE YOU?
14	STDQ3	38	39	ST3	SE3	HOW DO YOU DESCRIBE YOURSELF?
15	STDQ4	40	41	ST4	SE3	HOW LONG HAVE YOU GONE TO THIS SCHOOL?
16	STDQ5	42	43	ST5	SE3	WHAT GRADE ARE YOU IN?
17	STDQ6A	44	45	ST6	SE3	DO YOU TAKE PART IN ANY ATHETICS OUTSIDE OF GYM CLASS?
18	STDQ6B	46	47	ST6	SE3	DO YOU TAKE PART IN BAND, ORCHESTRA, OR CHORUS?
19	STDQ6C	48	49	ST6	SE3	DO YOU TAKE PART IN ANY SCHOOL CLUBS?
20	STDQ6D	50	51	ST6	SE3	DO YOU TAKE PART IN STUDENT GOVERNMENT?
21	STDQ6E	52	53	ST6	SE3	DO YOU TAKE PART IN ANY OTHER ACTIVITIES NOT PART OF CLASS WORK?
22	STDQ7	54	55	ST7	SE3	HOW GOOD SCH ATHLETIC TEAMS COMPARED TO OTHER SCH ATHLETIC TEAMS IN AREA?
23	STDQ8	56	57	ST8	SE3	IN OTHER WAYS HOW GOOD IS YOUR SCH COMPARED TO OTHER SCHOOLS IN AREA?
24	STDQ9A	58	59	ST39	SE4	I CHOSE THIS SCHOOL FOR ITS SPECIAL COURSES OR PROGRAMS.
25	STDQ9B	60	61	ST40	SE4	I GO TO THIS SCHOOL BECAUSE I WAS EXPELLED FROM ANOTHER SCHOOL.
26	STDQ9C	62	63	ST41	SE4	I WAS ASSIGNED TO THIS SCHOOL AS IT SERVES MY NEIGHBORHOOD.
27	STDQ9D	64	65	ST42	SE4	I WAS ASSIGNED HERE SO MORE BLACK & WHITE STDNTS CAN BE AT SCH TOGETHER.
28	STDQ9E	66	67	ST43	SE4	I GO TO THIS SCHOOL FOR SOME OTHER REASON (WHAT?).
29	STDQ10A	68	69	ST10	SE3	HOW WELL DO YOU LIKE THIS SCHOOL?
30	STDQ10B	70	71	ST10	SE3	HOW WELL DO YOU LIKE THE STUDENTS?
31	STDQ10C	72	73	ST10	SE3	HOW WELL DO YOU LIKE THE PRINCIPAL?
32	STDQ10D	74	75	ST10	SE3	HOW WELL DO YOU LIKE THE CLASSES YOU ARE TAKING?
33	STDQ11	76	77	ST11	SE3	HOW MANY CLOSE FRIENDS DO YOU HAVE AT THIS SCHOOL?
34	STDQ12A	78	79	ST12	SE3	HOW OFTEN DOES EVERYONE KNOW WHAT THE SCHOOL RULES ARE?
35	STDQ12B	80	81	ST12	SE3	HOW OFTEN ARE THE SCHOOL RULES FAIR?
36	STDQ12C	82	83	ST12	SE3	HOW OFTN IS PUNISHMENT FOR BREAKING SCH RULES SAME NO MATTER WHO YOU ARE?
37	STDQ12D	84	85	ST12	SE3	HOW OFTEN ARE THE SCHOOL RULES STRICTLY ENFORCED?
38	STDQ12E	86	87	ST12	SE3	HW OFTN IF SCH RULE BROKEN, STDNTS KNOW WHT KIND OF PUNISHMENT WILL FOLLOW?
39	STDQ12F	88	89	ST12	SE3	HOW OFTEN CAN STUDENTS GET AN UNFAIR SCHOOL RULE CHANGED?
40	STDQ13A	90	91	ST12	SE3	HOW OFTEN DO STDNTS NEED PERMISSION TO DO ANYTHING AROUND THE SCHOOL?
41	STDQ13B.	92	93	ST12	SE3	HOW OFTEN ARE STUDENTS PADDLED FOR SERIOUS RULE BREAKING?
42	STDQ13C	94	95	ST12	SE3	HOW OFTEN ARE STUDENTS TREATED LIKE CHILDREN AT THIS SCHOOL?
43	STDQ14A	96	97	ST13	SE3	HW MCH AGREE/DISAGREE SCH SHOULD HV RULES ABOUT WAY STDNTS CAN DRESS?
44	STDQ14B	98	99	ST13	SE3	HW MCH AGREE/DISAGREE IS ALL RIGHT FOR SCH TO SUSPND STDNT WTHOUT HEARING?
45	STDQ14C	100	101	ST13	SE3	HW MCH AGRE/DISAGRE IF STDNTS IN FIST FIGHT LET THEM SETTLE BY THEMSELVES?
46	STDQ14D	102	103	ST13	SE3	HW MCH AGRE/DISAGRE IF STDNTS USE DRUGS AT SCH, IT IS THEIR OWN BUSINESS?
47	STDQ14E	104	105	ST13	SE3	HW MCH AGREE/DISAGREE STDNTS DO HV LOT SAY ABOUT HOW SCHOOL IS RUN?
48	STDQ14F	106	107	ST13	SE3	HW MCH AGREE/DISAGREE STDNTS SHLD HV LOT SAY ABOUT HW SCHOOL IS RUN?
49	STDQ15A	108	109	ST14	SE3	HOW EASY OR HARD IS IT FOR STUDENTS TO GET BEER OR WINE AT YOUR SCHOOL?
50	STDQ15B	110	111	ST14	SE3	HOW EASY OR HARD IS IT FOR STUDENTS TO GET MARIJUANA AT YOUR SCHOOL?
51	STDQ15C	112	113	ST14	SE3	HOW EASY OR HARD IS IT FOR STUDENTS TO GET HEROIN AT YOUR SCHOOL?
52	STDQ15D	114	115	ST14	SE3	HOW EASY OR HARD IS IT FOR STUDENTS TO GET STOLEN THINGS FOR SALE AT SCH?
53	STDQ16A	116	117	ST6	SE3	DO U STAY AWAY FRM SHORTEST ROUTE 2 SCH BCAUS SMONE MGHT HURT/BOTHER YOU?

STUDENT QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	STDQ16B	118	119	ST6	SE3	DO U STAY AWAY FRM ANY ENTRANCES INTO SCH BCAUS SMONE MGHT HURT/BOTHER YOU?
55	STDQ16C	120	121	ST6	SE3	DO U STAY AWAY FRM ANY HALLWYS/STAIRS IN SCH BCAUS SMONE MGHT HURT/BOTHR U?
56	STDQ16D	122	123	ST6	SE3	DO U STAY AWAY FRM PRTS OF SCH CAFETERIA BCAUS SOMEONE MGHT HURT/BOTHR YOU?
57	STDQ16E	124	125	ST6	SE3	DO U STAY AWAY FRM ANY SCH RESTROOMS BECAUSE SOMEONE MIGHT HURT/BOTHER YOU?
58	STDQ16F	126	127	ST6	SE3	DO U STAY AWAY FRM OTHR PLAC INSD SCH BLDNG BECAUS SMONE MGHT HURT/BOTHR U?
59	STDQ16G	128	129	ST6	SE3	DO U STAY AWAY FRM SCH PARKING LOT BECAUSE SOMEONE MIGHT HURT/BOTHER YOU?
60	STDQ16H	130	131	ST6	SE3	DO U STAY AWAY RM OTHR PLACE ON SCH GRNDS BECAUS SMONE MGHT HURT/BOTHER U?
61	STDQ17	132	133	ST15	SE3	HOW OFTEN ARE YOU AFRAID SOMEONE WILL HURT/BOTHER YOU AT SCHOOL?
62	STDQ18	134	135	ST15	SE3	HOW OFTEN DO YOU BRING SOMETHING TO SCHOOL TO PROTECT YOURSELF?
63	STDQ19	136	137	ST16	SE3	AT SCH THS MNTH DID ANYONE FORC U TO HAND OVER MONEY/THNGS WORTH LES THN $1?
64	STDQ19A	138	139	STC1	SE4	HOW MANY TIMES?
65	STDQ20	140	141	ST16	SE3	DID ANYONE TAK MONY/THNGS DRCTLY FRM U BY FORC/WEAPNS/THRTS AT SCH THS MNTH?
66	STDQ20A	142	143	STC2	SE4	HOW MANY TIMES DID THIS INVOLVE LOSSES OF $1 TO $10,
67	STDQ20B	144	145	STC3	SE4	HOW MANY TIMES DID THIS INVOLVE LOSSES OF MORE THAN $10,
68	STDQ21	146	147	ST16	SE3	THIS MNTH DID ANYONE STEAL SMTHNG WORTH LES THN $1 FRM DESK/LOCKR/OTHR PLAC?
69	STDQ21A	148	149	STC4	SE4	HOW MANY TIMES?
70	STDQ22	150	151	ST16	SE3	DID ANYONE STEAL THINGS OF YOURS FROM YOUR DESK/LOCKER/OTHER PLACE AT SCH?
71	STDQ22A	152	153	STC5	SE4	HOW MANY TIMES DID THIS INVOLVE THEFTS OF $1 TO $10?
72	STDQ22B	154	155	STC5	SE4	HOW MANY TIMES DID THIS INVOLVE THEFTS OF MORE THAN $10?
73	STDQ23	156	157	ST16	SE3	AT SCHOOL THIS MONTH DID ANYONE PHYSICALLY ATTACK AND HURT YOU?
74	STDQ23A	158	159	STC6	SE4	HOW MANY TIMES ATTACKED AND HURT BADLY ENOUGH TO SEE A DOCTOR?
75	STDQ23B	160	161	STC7	SE4	HW MNY TIMES ATTACKED AND HURT BUT NOT BADLY ENOUGH TO SEE A DOCTOR?
76	STDQ24	162	163	ST6	SE3	DID YOU STAY HOME ANY IN FEB BCAUS SOMEONE MIGHT HURT/BOTHER YOU AT SCH?
77	STDQ25	164	165	ST6	SE3	ARE THERE FIGHTING GANGS IN YOUR NEIGHBORHOOD?
78	STDQ26	166	167	ST6	SE3	IN LAST YR HAS EITHER OF PRNTS BEEN ROBBED ON STREETS OF YOUR NEIGHBORHOOD?
79	STDQ27	168	169	ST6	SE3	IN THE LAST YEAR HAS ANYONE BROKEN INTO YOUR HOME?/
80	STDQ28	170	171	ST6	SE3	DOES YOUR MOTHER OR STEPMOTHER LIVE AT HOME WITH YOU?
81	STDQ29	172	173	ST17	SE3	IF MOTHER/STEPMOTHER LIVES AT HOME WITH YOU DOES SHE HV FULL-TIME JOB?
82	STDQ30	174	175	ST18	SE3	IF MOTHER/STEPMOTHER LIVES AT HOME WITH YOU, HOW FAR IN SCHOOL DID SHE GO?
83	STDQ31	176	177	ST6	SE3	DOES YOUR FATHER OR A STEPFATHER LIVE AT HOME WITH YOU?
84	STDQ32	178	179	ST17	SE3	IF FATHER/STEPFATHER LIVES AT HOME WTH YOU DOES HE HAVE FULL-TIME JOB?
85	STDQ33	180	181	ST18	SE3	IF FATHER/STEPFATHER LIVES AT HOME WITH YOU, HW FAR IN SCHOOL DID HE GO?
86	STDQ34	182	183	ST6	SE3	IS ENGLISH SPOKEN MOST OF THE TIME IN YOUR HOME?
87	STDQ35	184	185	ST21	SE3	HOW OFTEN DO YOU AND YOUR PARENTS TALK ABOUT SCHOOL OR SCHOOL WORK?
88	STDQ36	186	187	ST22	SE3	HOW DO YOU GET TO AND FROM SCHOOL MOST OF TH TIME?
89	STDQ37	188	189	ST23	SE3	HOW MANY MINUTES DOES IT USUALLY TAKE YOU TO GET HOME FROM SCHOOL?
90	STDQ38	190	191	ST21	SE3	HOW OFTEN DO YOU FEEL AFRAID SOMEONE WILL HURT/BOTHER YOU ON WAY TO SCHL?
91	STDQ39	192	193	ST24	SE3	HOW DO YOU USUALLY GET YOUR LUNCH ON SCHOOL DAYS?
92	STDQ40	194	195	ST6	SE3	DO YOU HAVE A PART-TIME OR A FULL-TIME JOB?
93	STDQ41	196	197	ST25	SE3	IN LAST FOUR WEEKS HOW MANY DAYS OF SCHOOL DID YOU MISS?
94	STDQ42	198	199	ST6	SE3	HAVE YOU EVER BEEN SUSPENDED FROM THIS SCHOOL?
95	STDQ43A	200	201	ST26	SE3	HOW WELL DO STUDENTS OF DIFFERENT RACES GET ALONG AT YOUR SCHOOL?
96	STDQ43B	202	203	ST26	SE3	HOW WELL DO STUDENTS OF DIFFERENT NATIONALITIES GET ALONG AT YOUR SCHOOL?
97	STDQ43C	204	205	ST26	SE3	HW WELL DO STDNTS WTH MONEY & STDNTS WTHOUT MONEY GET ALONG AT YOUR SCH?
98	STDQ44A	206	207	ST27	SE3	HW MCH AGRE/DSAGRE WTH STATEMT RACL MINORTY GRPS TREATD FRLY AT SCHOOL?
99	STDQ44B	208	209	ST13	SE3	HW MCH AGRE/DSAGRE WTH STATEMT RACL MNRTY GRPS TREATD FRLY IN THIS COUNTRY?
100	STDQ45A	210	211	ST12	SE3	IN GENERAL HW OFTN TEACHERS IN SCH EXPECT A LOT OF WORK FROM STUDENTS?
101	STDQ45B	212	213	ST12	SE3	IN GENERAL HW OFTN TEACHERS IN SCH TEACHING ME WHAT I WANT TO LEARN?
102	STDQ45C	214	215	ST12	SE3	IN GENERAL HW OFTN TEACHERS IN SCH KEEP ORDER IN THE CLASS?
103	STDQ45D	216	217	ST12	SE3	IN GENERAL HOW OFTEN TEACHERS IN SCHOOL FAIR?
104	STDQ45F	218	219	ST12	SE3	IN GENERAL HW OFTN TEACHERS IN SCH INTERESTED IN THE STUDENTS?
105	STDQ45F	220	221	ST12	SE3	IN GENERAL HW OFTN TECHR IN SCH LET EVERYONE KNOW WHO GETS HIGH/LOW GRADE?
106	STDQ45G	222	223	ST12	SE3	IN GENERAL HW OFTN TECHRS IN SCH LET STDNTS LEARN FRM EACH OTHER IN CLSS?

STUDENT QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
107	STDQ46A	224	225	ST28	SE3	HOW EASY WOULD BE TO GET UNFAIR GRADE CHANGED IF YOU WANTED TO?
108	STDQ46B	226	227	ST28	SE3	HOW EASY WOULD BE TO WORK FASTER/SLOWER THAN REST OF THE CLASS?
109	STDQ46C	228	229	ST28	SE3	HOW EASY WOULD BE TO HAVE YOUR IDEAS LISTENED TO IN CLASS?
110	STDQ46D	230	231	ST28	SE3	HOW EASY WOULD BE TO TALK OVER SCHOOL PROBLEMS WITH A TEACHER?
111	STDQ46E	232	233	ST28	SE3	HOW EASY WOULD BE TO TALK OVER PERSONAL PROBLEMS WITH A SCH COUNSELOR?
112	STDQ47A	234	235	ST44	SE4	MOST OF THE CLASSES HERE ARE EASY?
113	STDQ47B	236	237	ST45	SE4	MOST OF THE CLASSES HERE ARE INTERESTING?
114	STDQ47C	238	239	ST46	SE4	MOST OF THE CLASSES HERE ARE HARD?
115	STDQ47D	240	241	ST47	SE4	MOST OF THE CLASSES HERE ARE BORING?
116	STDQ47E	242	243	ST48	SE4	MOST OF THE CLASSES HERE ARE WORTH TAKING?
117	STDQ48	244	245	ST29	SE3	WHICH ONE OF THESE THINGS SHOULD YOUR TEACHERS WORK HARDEST TO DO?
118	STDQ49	246	247	ST6	SE3	IS THERE A LOT OF COMPETITION FOR GRADES IN THIS SCHOOL?
119	STDQ50	248	249	ST6	SE3	DO MOST OF YOUR FRIENDS THINK GETTING GOOD GRADES IS IMPORTANT?
120	STDQ51	250	251	ST30	SE3	AT THE END OF THE LAST SEMESTER, WERE YOUR COURSE GRADES MOSTLY:
121	STDQ52	252	253	ST31	SE3	CLD YOU HV CHOSEN TO BE IN HARDER ENGLISH CLSS IN YOUR GRADE IF HD WANTED?
122	STDQ53	254	255	ST32	SE3	HOW WOULD YOU RATE YOURSELF IN READING ABILITY?
123	STDQ54	256	257	ST6	SE3	HAVE YOU EVER HAD TO REPEAT A YEAR IN SCHOOL BECAUSE YOU FAILED?
124	STDQ55A	258	259	ST33	SE3	IS IT IMPORTANT TO YOU WHAT TEACHERS THINK ABOUT YOU?
125	STDQ55B	260	261	ST33	SE3	IS IT IMPORTANT TO YOU THE GRADES YOU GET AT SCHOOL?
126	STDQ55C	262	263	ST33	SE3	IS IT IMPORTANT TO YOU TO BE A LEADER IN SCHOOL ACTIVITIES?
127	STDQ55D	264	265	ST33	SE3	IS IT IMPORTANT TO YOU WHAT OTHER STUDENTS AT SCHOOL THING ABOUT YOU?
128	STDQ56A	266	267	ST13	SE3	HOW MUCH DO YOU AGREE/DISAGREE THAT THE PRINCIPAL IS DOING A GOOD JOB?
129	STDQ56B	268	269	ST13	SE3	HOW MUCH DO YOU AGREE/DISAGREE THAT THE TEACHERS ARE FRIENDLY?
130	STDQ56C	270	271	ST13	SE3	HOW MUCH DO YOU AGREE/DISAGREE THAT PRINCIPAL RUNS SCH WTH A FIRM HAND?
131	STDQ56D	272	273	ST13	SE3	HOW MUCH DO YOU AGREE/DISAGREE THAT THE TEACHERS ARE DOING A GOOD JOB?
132	STDQ56E	274	275	ST13	SE3	HOW MUCH DO YOU AGREE/DISAGREE THAT PRNCPL GTS OUT OFFC & TALK TO STDNTS?
133	STDQ56F	276	277	ST13	SE3	HOW MUCH DO YOU AGREE/DISAGREE THAT THE PRINCIPAL IS TOUGH AND STRICT?
134	STDQ56G	278	279	ST13	SE3	HOW MUCH DO YOU AGREE/DISAGREE THAT THE PRINCIPAL IS FAIR?
135	STDQ56H	280	281	ST13	SE3	HOW MUCH DO YOU AGREE/DISAGREE THAT THE PRINCIPAL IS FRIENDLY?
136	STDQ57A	282	283	ST12	SE3	HW OFTN STATEMENT STDNTS HLP DECID HW COURSES R TAUGHT TRUE OF YOUR SCH?
137	STDQ57B	284	285	ST12	SE3	HW OFTN STATEMENT STUDENTS CAN RATE THE TEACHER TRUE OF YOUR SCHOOL?
138	STDQ57C	286	287	ST12	SE3	HW OFTN STATEMENT SCH DOES WRONG STDNT COMPLAIN & GT FAIR DEAL TRUE OF SCH?
139	STDQ57D	288	289	ST12	SE3	HW OFTEN STATEMENT STUDENTS HAVE SAY IN MAKING SCH RULES TRUE OF YOUR SCH?
140	STDQ58	290	291	ST34	SE3	WHAT KIND OF TELEVISION PROGRAM DO YOU LIKE BEST?
141	STDQ59A	292	293	ST50	SE4	IF SM STDNTS TORE UP CLSSRM AT NGHT & U KNEW WHO DID IT WLD U TELL FRIENDS?
142	STDQ59B	294	295	ST51	SE4	IF SM STDNTS TORE UP CLSSRM AT NGHT & U KNEW WHO DID IT WLD U TELL PRNTS?
143	STDQ59C	296	297	ST52	SE4	IF STDNTS TORE UP CLSSRM AT NGHT & U KNEW WHO DID IT WLD TELL TCHR/PRNCPL?
144	STDQ59D	298	299	ST53	SE4	IF STDNTS TORE UP CLSSRM AT NGHT & U KNEW WLD U AGRE WTH STDNT WHO DID IT?
145	STDQ59E	300	301	ST54	SE4	IF SM STDNTS TORE UP CLSSRM AT NGHT & U KNEW WHO DID IT WLD YOU DO NOTHNG?
146	STDQ59F	302	303	ST55	SE4	IF STDNTS TORE UP CLSSRM AT NGHT & U KNEW WHO DID IT WLD U DO SMTHNG ELSE?
147	STDQ60A	304	305	ST13	SE3	DO YOU FEEL PEOPLE WHO LEAVE THNGS AROUND DESERVE IT IF THNGS GET TAKEN?
148	STDQ60B	306	307	ST13	SE3	DO YOU FEEL TAKING THINGS FROM STORES DOESNT HURT ANYONE?
149	STDQ60C	308	309	ST13	SE3	DO YOU FEEL PEOPLE WHO GET BEAT UP USUALLY ASKED FOR IT?
150	STDQ60D	310	311	ST13	SE3	DO YOU FEEL IF YOU WANT TO GET AHEAD YOU CANT ALWAYS BE HONEST?
151	STDQ61A	312	313	ST35	SE3	WOULD YOU CHEAT ON A TEST IF YOU KNEW YOU COULD GET AWAY WITH IT?
152	STDQ61B	314	315	ST35	SE3	WLD YOU SPRAY PAINT ON SCH WALLS IF YOU KNEW YOU COULD GET AWAY WTH IT?
153	STDQ61C	316	317	ST35	SE3	WLD YOU TAKE MONEY FRM OTHR STDNT IF KNEW YOU COULD GET AWAY WITH IT?
154	STDQ61D	318	319	ST35	SE3	WOULD YOU SKIP SCHOOL IF YOU KNEW YOU COULD GET AWAY WITH IT?
155	STDQ62A	320	321	ST12	SE3	IF GOT IN SERIOUS TRBLE AT SCH WTH TCHRS HW OFTN WLD PRNTS LSTN YOUR SIDE?
156	STDQ62B	322	323	ST12	SE3	IF GOT IN SERIOUS TROUBLE AT SCH WTH TCHRS HW OFTN WLD PRNTS AGREE WITH U?
157	STDQ62C	324	325	ST12	SE3	IF GT IN SERIOUS TRBLE AT SCH WTH TCHR HW OFTN PRNT COME 2 SCH TAK YOUR SD?
158	STDQ62D	326	327	ST12	SE3	IF GOT IN SERIOUS TROUBLE AT SCH WTH TCHRS HW OFTN WLD PRNTS PUNISH YOU?
159	STDQ63	328	329	ST36	SE3	WHO WOULD YOU GO TO FIRST IF YOU NEEDED HELP WITH A PERSONAL PROBLEM?

STUDENT QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
160	STDQ64A	330	331	ST13	SE3	DO YOU FEEL EVERY TIME I TRY TO GET AHEAD SOMETHING/SOMEONE STOPS ME?
161	STDQ64B	332	333	ST13	SE3	DO YOU FEEL IF I STUDY HARD I WILL GET GOOD GRADES?
162	STDQ64C	334	335	ST13	SE3	DO YOU FEEL IF I PLAN THINGS RIGHT THEY WLL COME OUT OKAY?
163	STDQ65	336	337	ST37	SE3	WHAT DO YOU WANT TO DO MOST IN THE YEAR AFTER YOU LEAVE HIGH SCHOOL?
164	STDQ66	338	339	ST38	SE3	HW MCH IS SCHOOL HELPING YOU GET READY FOR WHAT YOU WANT TO DO AFTER SCH?
165	STDQ67A	340	341	ST56	SE4	DO YOU EXPECT YOU WILL GO TO COLLEGE THE YEAR AFTER HIGH SCHOOL?
166	STDQ67B	342	343	ST57	SE4	DO YOU EXPECT YOU WILL GO TO BUSINESS/TRADE SCH THE YEAR AFTER HIGH SCH?
167	STDQ67C	344	345	ST58	SE4	DO YOU EXPECT YOU WILL JOIN THE ARMED FORCES THE YEAR AFTER HIGH SCHOOL?
168	STDQ67D	346	347	ST59	SE4	DO YOU EXPECT YOU WILL GET A JOB THE YEAR AFTER HIGH SCHOOL?
169	STDQ67E	348	349	ST60	SE4	DO YOU EXPECT YOU WILL GET MARRIED THE YEAR AFTER HIGH SCHOOL?
170	STDQ67F	350	351	ST61	SE4	DO YOU EXPECT YOU WILL DO SOMETHING ELSE THE YEAR AFTER HIGH SCH?
171	STDQ68A	352	354	ST62	SE12	IF SCH HD PRBLM PRSNL ATTCK/THFT/VNDLSM WHT CLD BE DONE TO MAKE IT SAFER? A
172	STDQ68B	355	357	ST62	SE12	IF SCH HD PRBLM PRSNL ATTCK/THFT/VNDLSM WHT CLD BE DONE TO MAKE IT SAFER? B
173	STDQ68C	358	360	ST62	SE12	IF SCH HD PRBLM PRSNL ATTCK/THFT/VNDLSM WHT CLD BE DONE TO MAKE IT SAFER? C
174	STDQ68D	361	363	ST62	SE12	IF SCH HD PRBLM PRSNL ATTCK/THFT/VNDLSM WHT CLD BE DONE TO MAKE IT SAFER? D
175	STDQ68E	364	366	ST62	SE12	IF SCH HD PRBLM PRSNL ATTCK/THFT/VNDLSM WHT CLD BE DONE TO MAKE IT SAFER? E
176	STDQ69	367	368	ST63	SE1	DO YOU HAVE ANY COMMENTS ON THE QUESTIONS IN THI BOOKLET?
177	STDQ70	369	370	ST6	SE3	WERE YOU ATTENDING THIS SCHOOL IN MAY, 1976(SEPT QUESTIONNAIRES ONLY)
178	STDCODE	371	372	ST69	SE3	QUESTIONNAIRE ADMININSTRATION GROUP (FALL QUESTIONNAIRES ONLY)
179	STATE	373	374	ST5A		STATE IN WHICH THE SCHOOL IS LOCATED
180	REGION	375	375	ST64		CENSUS REGION IN WHICH THE SCHOOL IS LOCATED
181	MONTH	376	377	ST68		MONTH OF PARTICIPATION OF SCHOOL
182	OLOCDOM	378	378			
183	PSU	379	380			
184	EDLEVEL	381	381	ST65		TYPE OF SCHOOL
185	CLASSIZE	382	382	ST66		SIZE OF SCHOOL
186	INDICATR	383	383			
187	NLOCDOM	384	384	ST67		LOCATIONAL DOMAIN OF SCHOOL
188	PHASE	385	385			
189	AGWEIGHT	386	395			STUDENT WEIGHT (99999,9999)
190	MNTHWGT	396	406			STUDENT WEIGHT (9999999,999)

EXHIBIT 4

DETAIL I STUDENT INTERVIEW QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
1	SORTFILD	1	2			
2	SUB	5	6			
3	FORM	7	8			
4	ID	9	13			STUDENT ID
5	IDCKDG	14	14			STUDENT ID CHECK DIGIT
6	KEYING	15	15			
7	BATCH	16	19			
8	OPERATOR	20	21			
9	DATE	22	27			
10	SCHLID	28	32			SCHOOL ID
11	SHIDCKDG	33	33			SCHOOL ID CHECK DIGIT
12	SID191	34	35	SI1	VE4	THS/LMT ANYONE FORC U HAND OVER MONY/THNGS WORTH<$1 AT SCH/WAY SCH/SCH EVNT?
13	SID191YA	36	37	SIC1	VE4	HOW MANY TIMES AT SCHOOL IN THE LAST 2 MONTHS?
14	SID191YB	38	39	SIC1	VE4	HOW MANY TIMES ON THE WAY TO OR FROM SCHOOL?
15	SID191YC	40	41	SIC1	VE4	HOW MANY TIMES AT SCHOOL EVENTS HELD OFF SCHOOL GROUNDS?
16	SID192	42	43	SI1	VE4	THS/LMT ANYONE FORC U HAND OVER MONY/THNGS WORTH>$1 AT SCH/WAY SCH/SCH EVNT?
17	SID192YA	44	45	SIC1	VE4	HOW MANY TIMES AT SCHOOL IN THE LAST 2 MONTHS?
18	SID192YB	46	47	SIC1	VE4	HOW MANY TIMES ON THE WAY TO OR FROM SCHOOL?
19	SID192YC	48	49	SIC1	VE4	HOW MANY TIMES AT SCHOOL EVENTS HELD OFF SCHOOL GROUNDS?
20	SID193	50	51	SI1	VE4	THS/LMT ANYONE TRY/NOT SUCCEED TAK THNGS FRM U AT SCH/WAY SCH/SCH EVNTS?
21	SID193YA	52	53	SIC1	VE4	HOW MANY TIMES AT SCHOOL IN THE LAST 2 MONTHS?
22	SID193YB	54	55	SIC1	VE4	HOW MANY TIMES ON THE WAY TO OR FROM SCHOOL?
23	SID193YC	56	57	SIC1	VE4	HOW MANY TIMES AT SCHOOL EVENTS HELD OFF SCHOOL GROUNDS?
24	SID199N1	58	59	SI14	VE4	
25	SID1001	60	61	SI2	VE4	DID THIS INCDNT OCCUR AT SCH/WAY TO/FRM SCH/SCH EVNT HELD OFF SCH GROUNDS?
26	SID1002	62	63	SI3	VE4	DID THIS INCIDENT TAKE PLACE IN JANUARY OR FEBRUARY?
27	SID1003	64	65	SI1	VE4	WAS ANYTHING AT ALL TAKEN FROM YOU IN THIS INCIDENT?
28	SID1004A	66	67	SI15	VE4	IN THIS INCIDENT WHAT WAS TAKEN FROM YOU (1)?
29	SID1004B	68	69	SI15	VE4	IN THIS INCIDENT WHAT WAS TAKEN FROM YOU (2)?
30	SID1004C	70	71	SI15	VE4	IN THIS INCIDENT WHAT WAS TAKEN FROM YOU(3)?
31	SID1004D	72	73	SI15	VE4	IN THIS INCIDENT WHAT WAS TAKEN FROM YOU (4)?
32	SID1005	74	76	SIC2	VE12	WHAT WOULD IT COST TO REPLACE IT/THEM IN THIS INCIDENT?
33	SID1006A	77	78	SI16	VE4	DID THIS INCIDENT OCCUR IN HALLWAY OR STAIRS AT SCHOOL?
34	SID1006B	79	80	SI17	VE4	DID THIS INCIDENT OCCUR IN CLASSROOM AT SCHOOL?
35	SID1006C	81	82	SI18	VE4	DID THIS INCIDENT OCCUR IN RESTROOM AT SCHOOL?
36	SID1006D	83	84	SI19	VE4	DID THIS INCIDENT OCCUR IN CAFETERIA AT SCHOOL?
37	SID1006E	85	86	SI20	VE4	DID THIS INCIDENT OCCUR IN LOCKER RM OR GYM AT SCHOOL?
38	SID1006F	87	88	SI21	VE4	DID THIS INCIDENT OCCUR IN PARKING LOT?
39	SID1006G	89	90	SI22	VE4	DID THIS INCIDENT OCCUR IN ATHLETIC FIELD?
40	SID1006H	91	92	SI23	VE4	DID THIS INCIDENT OCCUR ON SCHOOL BUS?
41	SID1006I	93	94	SI24	VE4	DID THIS INCIDENT OCCUR AT SCHOOL LOCKER?
42	SID1006J	95	96	SI25	VE4	SPECIFY OTHER PLACE WHERE INCIDENT OCCURRED?
43	SID1007	97	98	SI5	VE4	WHEN DID THIS INCIDENT HAPPEN?
44	SID1008	99	100	SI1	VE4	DID THIS INCIDENT OCCUR AT AN ATHLETIC CONTEST WITH ANOTHER SCHOOL?
45	SID1009	101	102	SI1	VE4	DID THIS INCIDENT OCCUR AT DANCE/PARTY/OTHER SOCIAL EVNT SPONSORED BY SCH?
46	SID1010	103	104	SI6	VE4	HOW MANY PEOPLE DID IT? ONE OR MORE PERSONS?
47	SID1010N	105	106	SIC3	VE2	SPECIFY HOW MANY PEOPLE DID IT?
48	SID1011	107	108	SI7	VE4	IN THIS INCIDENT WAS THE PERSON MALE OR FEMALE?
49	SID1012	109	110	SI1	VE4	HAD YOU EVER SEEN THIS PERSON BEFORE THIS INCIDENT?
50	SID1013	111	112	SI1	VE4	IN THIS INCIDENT DID YOU KNOW THE PERSON BY NAME?
51	SID1014	113	114	SI8	VE4	WAS THIS PERSON A CURRENT STUDENT AT YOUR SCH IN THIS INCIDENT?
52	SID1015	115	116	SI9	VE4	IN THIS INCIDENT HOW OLD WOULD YOU SAY THE PERSON WAS?
53	SID1016	117	118	SI8	VE4	WAS THIS PERSON OF THE SAME RACE AS YOU IN THIS INCIDENT?

DETAIL I STUDENT INTERVIEW QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	SID1Q17	119	120	SI10	VE4	WERE THEY MALE OR FEMALE IN THIS INCIDENT?
55	SID1Q18	121	122	SI1	VE4	HAD YOU EVER SEEN ANY OF THEM BEFORE THIS INCIDENT?
56	SID1Q19	123	124	SI1	VE4	DID YOU KNOW ANY OF THEM BY NAME IN THIS INCIDENT?
57	SID1Q20	125	126	SI11	VE4	HOW MANY OF THEM WERE CURRENT STUDENTS AT YOUR SCH IN THIS INCIDENT?
58	SID1Q21	127	128	SI9	VE4	HOW OLD WOULD YOU SAY THE YOUNGEST WAS IN THIS INCIDENT?
59	SID1Q22	129	130	SI9	VE4	HOW OLD WOULD YOU SAY THE OLDEST WAS IN THIS INCIDENT?
60	SID1Q23	131	132	SI11	VE4	WERE ALL/SOME/NONE OF THEM OF THE SAME RACE AS YOU IN THIS INCIDENT?
61	SID1Q24	133	134	SI1	VE4	DID THIS PERSON(S) HAVE A WEAPON IN THIS INCIDENT?
62	SID1Q25A	135	136	SI26	VE4	WAS A GUN USED IN THIS INCIDENT?
63	SID1Q25B	137	138	SI27	VE4	WAS A KNIFE/SHARP INSTRUMENT USED IN THIS INCIDENT?
64	SID1Q25C	139	140	SI28	VE4	WAS A BLUNT INSTRUMENT USED IN THIS INCIDENT?
65	SID1Q25D	141	142	SI29	VE4	SPECIFY OTHER KIND OF WEAPON USED IN THIS INCIDENT?
66	SID1Q26	143	144	SI1	VE4	DID PERSON(S) HIT/KNOCK U DOWN/PHYSCLY ATTCK U IN ANY WAY IN THIS INCDNT?
67	SID1Q27	145	146	SI1	VE4	DID PERSON(S) SAY/DO ANYTHING ELSE TO THREATEN U IN THIS INCIDENT?
68	SID1Q28A	147	148	SI30	VE4	IN THIS INCIDENT WHAT ELSE DID THIS PERSON(S) DO TO THREATEN YOU (1)?
69	SID1Q28B	149	150	SI30	VE4	IN THIS INCIDENT WHAT ELSE DID THIS PERSON(S) DO TO THREATEN YOU (2)?
70	SID1Q28C	151	152	SI30	VE4	IN THIS INCIDENT WHAT ELSE DID THIS PERSON(S) DO TO THREATEN YOU (3)?
71	SID1Q29	153	154	SI1	VE4	WERE YOU INJURED AT ALL IN THIS INCIDENT?
72	SID1Q30A	155	156	SI31	VE4	IN THIS INCIDENT DID YOU HAVE A KNIFE/GUNSHOT WOUND?
73	SID1Q30B	157	158	SI32	VE4	IN THIS INCIDENT DID YOU HAVE BROKEN BONES/TEETH KNOCKED OUT?
74	SID1Q30C	159	160	SI33	VE4	IN THIS INCIDENT DID YOU HAVE INTERNAL INJURIES/KNOCKED UNCONSCIOUS?
75	SID1Q30D	161	162	SI34	VE4	IN THIS INCIDENT DID YOU HAVE BRUISES/BLACK EYE/CUTS/SCRATCHES/SWELLING?
76	SID1Q30E	163	164	SI35	VE4	IN THIS INCIDENT WERE YOU RAPED?
77	SID1Q30F	165	166	SI36	VE4	IN THIS INCIDENT SPECIFY YOUR OTHER INJURIES?
78	SID1Q31	167	168	SI1	VE4	DID YOU SEE A DOCTOR IN THIS INCIDENT?
79	SID1Q32	169	170	SI1	VE4	DID YOU STAY IN HOSPITAL OVERNIGHT OR LONGER IN THIS INCIDENT?
80	SID1Q33A	171	172	SI37	VE4	IN THIS INCIDENT DID YOU TELL A TEACHER WHAT HAPPENED TO YOU?
81	SID1Q33B	173	174	SI38	VE4	IN THIS INCIDENT DID YOU TELL PRINCPL/ASST PRINCPL WHAT HAPPENED TO YOU?
82	SID1Q33C	175	176	SI39	VE4	IN THIS INCIDENT DID YOU TELL A COUNSELOR WHAT HAPPENED TO YOU?
83	SID1Q33D	177	178	SI40	VE4	IN THIS INCIDENT DID YOU TELL SCH SECURITY STAFF WHAT HAPPENED TO YOU?
84	SID1Q33E	179	180	SI41	VE4	IN THIS INCIDENT DID YOU TELL POLICE WHAT HAPPENED TO YOU?
85	SID1Q33F	181	182	SI42	VE4	IN THIS INCIDENT DID YOU TELL FRIENDS WHAT HAPPENED TO YOU?
86	SID1Q33G	183	184	SI43	VE4	IN THIS INCIDENT DID YOU TELL PARENTS WHAT HAPPENED TO YOU?
87	SID1Q33H	185	186	SI44	VE4	DID YOU TELL OTH ADULT IN THIS INCDNT WHAT HAPPENED TO U (SPECIFY)?
88	SID1Q33I	187	188	SI45	VE4	IN THIS INCIDENT DIDN'T YOU TELL ANYONE WHAT HAPPENED TO YOU?
89	SID1Q34A	189	190	SI46	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLICE?THIS INCDNT WAS 2 SML/CMN.
90	SID1Q34B	191	192	SI47	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLICE?WOULD NOT HVE DONE ANYTHNG.
91	SID1Q34C	193	194	SI48	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLICE? NO EVIDENCE OR PROOF.
92	SID1Q34D	195	196	SI49	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLCE?GET IN TRUBLE WITH SCH/POLCE.
93	SID1Q34E	197	198	SI50	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLCE?WHO DID IT MIGHT GET ME.
94	SID1Q34F	199	200	SI51	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLCE?TOK CARE OF IT MYSLF(SPECFY).
95	SID1Q34G	201	202	SI52	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLCE?SPECIFY OTHER REASON.
96	STATE	203	204	SISA		STATE IN WHCIH SCHOOL IS LOCATED
97	REGION	205	205	SI53		CENSUS REGION IN WHICH SCHOOL IS LOCATED
98	MONTH	206	207	SI57		MONTH OF PARTICIPATION OF SCHOOL
99	LOCDOM	208	208			
100	PSU	209	210			
101	EDLEVEL	211	211	SI54		TYPE OF SCHOOL
102	CLASSIZE	212	212	SI55		SIZE OF SCHOOL
103	INDICATR	213	213			
104	NLOCDOM	214	214	SI56		LOCATIONAL DOMAIN OF SCHOOL
105	PHASE	215	215			
106	AG-EIGHT	215	225			STUDENT WEIGHT (99999.9999)

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                                1ST   2ND
VAR.  VARIABLE START  END  RNG   RNG
NUM.    NAME    POS.  POS. CODE  CODE        VARIABLE LABEL
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107  MNTHWGT    225   236              STUDENT WEIGHT (9999999,999)
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EXHIBIT 5

DETAIL II STUDENT INTERVIEW QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
1	SORTFILD	1	2			
2	SUB	5	6			
3	FORM	7	8			
4	ID	9	13			STUDENT ID
5	IDCKDG	14	14			STUDENT ID CHECK DIGIT
6	KEYING	15	15			
7	BATCH	16	19			
8	OPERATOR	20	21			
9	DATE	22	27			
10	SCHLID	28	32			SCHOOL ID
11	SHIDCKDG	33	33			SCHOOL ID CHECK DIGIT
12	SID2S1	34	35	SI1	VE4	THIS/LAST MONTH ANYONE PHYSICALLY ATTCK U AT SCH/WAY TO SCH/SCH EVENT?
13	SID2S1YA	36	37	SIC1	VE4	HOW MANY TIMES AT SCHOOL IN THE LAST 2 MONTHS?
14	SID2S1YB	38	39	SIC1	VE4	HOW MANY TIMES ON THE WAY TO OR FROM SCHOOL?
15	SID2S1YC	40	41	SIC1	VE4	HOW MANY TIMES AT SCHOOL EVENTS HELD OFF SCHOOL GROUNDS?
16	SID2S2	42	43	SI1	VE4	THIS/LAST MONTH ANYONE TRY/NOT SUCCEED ATTCK U AT SCH/WAY SCH/SCH EVENT?
17	SID2S2YA	44	45	SIC1	VE4	HOW MANY TIMES AT SCHOOL IN THE LAST 2 MONTHS?
18	SID2S2YB	46	47	SIC1	VE4	HOW MANY TIMES ON THE WAY TO OR FROM SCHOOL?
19	SID2S2YC	48	49	SIC1	VE4	HOW MANY TIMES AT SCHOOL EVENTS HELD OFF SCHOOL GROUNDS?
20	SID2SQN1	50	51	SI13	VE4	SCREENING QUESTION NUMBER
21	SID2001	52	53	SI2	VE4	DID THIS INCIDENT OCCUR AT SCH/WAY TO/FRM SCH/SCH EVNT HELD OFF SCH GROUNDS?
22	SID2002	54	55	SI3	VE4	DID THIS INCIDENT TAKE PLACE IN JANUARY OR FEBRUARY?
23	SID2003A	56	57	SI16	VE4	DID THIS INCIDENT OCCUR IN HALLWAY OR STAIRS AT SCHOOL?
24	SID2003B	58	59	SI17	VE4	DID THIS INCIDENT OCCUR IN CLASSROOM AT SCHOOL?
25	SID2003C	60	61	SI18	VE4	DID THIS INCIDENT OCCUR IN RESTROOM AT SCHOOL?
26	SID2003D	62	63	SI19	VE4	DID THIS INCIDENT OCCUR IN CAFETERIA AT SCHOOL?
27	SID2003E	64	65	SI20	VE4	DID THIS INCIDENT OCCUR IN LOCKER RM OR GYM AT SCHOOL?
28	SID2003F	66	67	SI21	VE4	DID THIS INCIDENT OCCUR IN PARKING LOT?
29	SID2003G	68	69	SI22	VE4	DID THIS INCIDENT OCCUR IN ATHLETIC FIELD?
30	SID2003H	70	71	SI23	VE4	DID THIS INCIDENT OCCUR ON SCHOOL BUS?
31	SID2003I	72	73	SI24	VE4	DID THIS INCIDENT OCCUR AT SCHOOL LOCKER?
32	SID2003J	74	75	SI25	VE4	SPECIFY OTHER PLACE WHERE INCIDENT OCCURRED?
33	SID2004	76	77	SI5	VE4	WHEN DID THIS INCIDENT HAPPEN?
34	SID2005	78	79	SI1	VE4	DID THIS INCIDENT OCCUR AT AN ATHLETIC CONTEST WITH ANOTHER SCHOOL?
35	SID2006	80	81	SI1	VE4	DID THIS INCIDENT OCCUR AT DANCE/PARTY/OTHER SOCIAL EVNT SPONSRD BY SCH?
36	SID2007	82	83	SI6	VE4	HOW MANY PEOPLE DID IT? ONE OR MORE PERSONS?
37	SID2007N	84	85	SIC3	VE2	SPECIFY HOW MANY PEOPLE DID IT?
38	SID2008	86	87	SI7	VE4	IN THIS INCIDENT WAS THE PERSON MALE OR FEMALE?
39	SID2009	88	89	SI1	VE4	HAD YOU EVER SEEN THIS PERSON BEFORE THIS INCIDENT?
40	SID2010	90	91	SI1	VE4	IN THIS INCIDENT DID YOU KNOW THE PERSON BY NAME?
41	SID2011	92	93	SI8	VE4	WAS THIS PERSON A CURRENT STUDENT AT YOUR SCH IN THIS INCIDENT?
42	SID2012	94	95	SI9	VE4	IN THIS INCIDENT HOW OLD WOULD YOU SAY THE PERSON WAS?
43	SID2013	96	97	SI58	VE4	WAS THIS PERSON OF THE SAME RACE AS YOU IN THIS INCIDENT?
44	SID2014	98	99	SI10	VE4	WERE THEY MALE OR FEMALE IN THIS INCIDENT?
45	SID2015	100	101	SI1	VE4	HAD YOU EVER SEEN ANY OF THEM BEFORE THIS INCIDENT?
46	SID2016	102	103	SI1	VE4	DID YOU KNOW ANY OF THEM BY NAME IN THIS INCIDENT?
47	SID2017	104	105	SI11	VE4	HOW MANY OF THEM WERE CURRENT STUDENTS AT YOUR SCH IN THIS INCIDENT?
48	SID2018	106	107	SI9	VE4	HOW OLD WOULD YOU SAY THE YOUNGEST WAS IN THIS INCIDENT?
49	SID2019	108	109	SI9	VE4	HOW OLD WOULD YOU SAY THE OLDEST WAS IN THIS INCIDENT?
50	SID2020	110	111	SI11	VE4	WERE ALL/SOME/NONE OF THEM OF THE SAME RACE AS YOU IN THIS INCIDENT?
51	SID2021	112	113	SI1	VE4	DID THIS PERSON(S) HAVE A WEAPON IN THIS INCIDENT?
52	SID2022A	114	115	SI26	VE4	WAS A GUN USED IN THIS INCIDENT?
53	SID2022B	116	117	SI27	VE4	WAS A KNIFE/SHARP INSTRUMENT USED IN THIS INCIDENT?

DETAIL II STUDENT INTERVIEW QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	SID2022C	118	119	SI28	VE4	WAS A BLUNT INSTRUMENT USED IN THIS INCIDENT?
55	SID2022D	120	121	SI29	VE4	SPECIFY OTHER KIND OF WEAPON USED IN THIS INCIDENT?
56	SID2023	122	123	SI1	VE4	DID PERSON(S) HIT/KNOCK U DOWN/PHYSCLY ATTCK U IN ANY WAY THIS TIME?
57	SID2024	124	125	SI1	VE4	DID PERSON(S) SAY/DO ANYTHING ELSE TO THREATEN U IN THIS INCIDENT?
58	SID2025A	126	127	SI30	VE4	IN THIS INCIDENT WHAT ELSE DID THIS PERSON(S) DO TO THREATEN YOU (1)?
59	SID2025B	128	129	SI30	VE4	IN THIS INCIDENT WHAT ELSE DID THIS PERSON(S) DO TO THREATEN YOU (2)?
60	SID2025C	130	131	SI30	VE4	IN THIS INCIDENT WHAT ELSE DID THIS PERSON(S) DO TO THREATEN YOU (3)?
61	SID2025D	132	133	SI30	VE4	IN THIS INCIDENT WHAT ELSE DID THIS PERSON(S) DO TO THREATEN YOU (4)?
62	SID2026	134	135	SI1	VE4	WERE YOU INJURED AT ALL IN THIS INCIDENT?
63	SID2027A	136	137	SI31	VE4	IN THIS INCIDENT DID YOU HAVE A KNIFE/GUNSHOT WOUND?
64	SID2027B	138	139	SI32	VE4	IN THIS INCIDENT DID YOU HAVE BROKEN BONES/TEETH KNOCKED OUT?
65	SID2027C	140	141	SI33	VE4	IN THIS INCIDENT DID YOU HAVE INTERNAL INJURIES/KNOCKED UNCONSCIOUS?
66	SID2027D	142	143	SI34	VE4	IN THIS INCIDENT DID YOU HAVE BRUISES/BLACK EYE/CUTS/SCRATCHES/SWELLNG?
67	SID2027E	144	145	SI35	VE4	IN THIS INCIDENT WERE YOU RAPED?
68	SID2027F	146	147	SI36	VE4	IN THIS INCIDENT SPECIFY YOUR OTHER INJURIES?
69	SID2028	148	149	SI1	VE4	DID YOU SEE A DOCTOR IN THIS INCIDENT?
70	SID2029	150	151	SI1	VE4	DID YOU STAY IN HOSPITAL OVERNIGHT OR LONGER IN THIS INCIDENT?
71	SID2030A	152	153	SI37	VE4	IN THIS INCIDENT DID YOU TELL A TEACHER WHAT HAPPENED TO YOU?
72	SID2030B	154	155	SI38	VE4	IN THIS INCIDENT DID YOU TELL PRINCPL/ASST PRINCPL WHAT HAPPENED TO YOU?
73	SID2030C	156	157	SI39	VE4	IN THIS INCIDENT DID YOU TELL A COUNSELOR WHAT HAPPENED TO YOU?
74	SID2030D	158	159	SI40	VE4	IN THIS INCIDENT DID YOU TELL SCH SECURITY STAFF WHAT HAPPENED TO YOU?
75	SID2030E	160	161	SI41	VE4	IN THIS INCIDENT DID YOU TELL POLICE WHAT HAPPENED TO YOU?
76	SID2030F	162	163	SI42	VE4	IN THIS INCIDENT DID YOU TELL FRIENDS WHAT HAPPENED TO YOU?
77	SID2030G	164	165	SI43	VE4	IN THIS INCIDENT DID YOU TELL PARENTS WHAT HAPPENED TO YOU?
78	SID2030H	166	167	SI44	VE4	DID YOU TELL OTH ADULT IN THIS INCDNT WHAT HAPPENED TO U(SPECIFY)?
79	SID2030I	168	169	SI45	VE4	IN THIS INCIDENT DIDN'T YOU TELL ANYONE WHAT HAPPENED TO YOU?
80	SID2031A	170	171	SI46	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLICE?THIS INCDNT WAS 2 SML/CHN.
81	SID2031B	172	173	SI47	VE4	WHY DIDN'T U REPORT IT 2 ADULT ATSCH/TO POLICE?WOULD NOT HVE DONE ANYTHNG.
82	SID2031C	174	175	SI48	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLICE?NO EVIDENCE OR PROOF.
83	SID2031D	176	177	SI49	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLICE?GET IN TRUBLE WTH SCH/POL.
84	SID2031E	178	179	SI50	VE4	WHY DIDN'T U REPORT IT 2 ADULT AT SCH/TO POLICE?WHO DID IT MIGHT GET ME.
85	SID2031F	180	181	SI51	VE4	WHY DIDNT U REPORT IT 2 ADLT AT SCH/TO POLCE?TOK CARE OF IT MYSLF(SPCFY).
86	SID2031G	182	183	SI52	VE4	WHY DIDNT U REPORT IT 2 ADULT AT SCH/TO POLCE?SPECIFY OTHER REASON.
87	STATE	184	185	SISA		STATE IN WHICH SCHOOL IS LOCATED
88	REGION	186	186	SI53		CENSUS REGION IN WHICH SCHOOL IS LOCATED
89	MONTH	187	188	SI57		MONTH OF PARTICIPATION OF SCHOOL
90	LOCDOM	189	189			
91	PSU	190	191			
92	EDLEVEL	192	192	SI54		TYPE OF SCHOOL
93	CLASSIZE	193	193	SI55		SIZE OF SCHOOL
94	INDICATR	194	194			
95	NLOCDOM	195	195	SI56		LOCATIONAL DOMAIN OF SCHOOL
96	PHASE	196	196			
97	AGWEIGHT	197	206			STUDENT WEIGHT (99999.9999)
98	MNTHWGT	207	217			STUDENT WEIGHT (9999999.999)

EXHIBIT 6

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                              DETAIL III STUDENT INTERVIEW QUESTIONNAIRE CODEBOOK

                                 1ST   2ND
VAR.  VARIABLE START  END  RNG   RNG
NUM.    NAME    POS.  POS. CODE  CODE          VARIABLE LABEL
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  1  SORTFILD     1     2
  2  SUB          5     6
  3  FORM         7     8
  4  ID           9    13                  STUDENT ID
  5  IDCKDG      14    14                  STUDENT ID CHECK DIGIT
  6  KEYING      15    15
  7  BATCH       16    19
  8  OPERATOR    20    21
  9  DATE        22    27
 10  SCHLID      28    32                  SCHOOL ID
 11  SHIDCKDG    33    33                  SCHOOL ID CHECK DIGIT
 12  SID3S1      34    35  SI1   VE4       THIS/LAST MNTH ANYONE STEAL ANYTHNG FRM YOUR DESK/LOCKER/OTHER PLACE AT SCH?
 13  SID3S1Y     36    37  SIC1  VE4       HOW MANY TIMES DID IT HAPPEN?
 14  SID3S2      38    39  SI1   VE4       THS/LST MNTH ANYONE TRY/NOT SUCCEED STEAL SOMETHNG OF YOURS FRM PLCE AT SCH?
 15  SID3S2Y     40    41  SIC1  VE4       HOW MANY TIMES DID YOU FIND SUCH EVIDENCE?
 16  SID3SQN1    42    43  SI13  VE4       SCREENING QUESTION NUMBER
 17  SID3Q01     44    45  SI3   VE4       DID THIS INCIDENT TAKE PLACE IN JANUARY OR FEBRUARY?
 18  SID3Q02     46    47  SI1   VE4       WAS ANYTHING AT ALL TAKEN FROM YOU IN THIS INCIDENT?
 19  SID3Q03A    48    49  SI12  VE4       IN THIS INCIDENT WHAT WAS TAKEN FROM YOU (1)?
 20  SID3Q03B    50    51  SI12  VE4       IN THIS INCIDENT WHAT WAS TAKEN FROM YOU (2)?
 21  SID3Q03C    52    53  SI12  VE4       IN THIS INCIDENT WHAT WAS TAKEN FROM YOU (3)?
 22  SID3Q03D    54    55  SI12  VE4       IN THIS INCIDENT WHAT WAS TAKEN FROM YOU (4)?
 23  SID3Q04     56    58  SIC2  VE12      WHAT WOULD IT COST TO REPLACE IT/THEM IN THIS INCIDENT?
 24  SID3Q05A    59    60  SI16  VE4       DID THIS INCIDENT OCCUR IN HALLWAY OR STAIRS AT SCHOOL?
 25  SID3Q05B    61    62  SI17  VE4       DID THIS INCIDENT OCCUR IN CLASSROOM AT SCHOOL?
 26  SID3Q05C    63    64  SI18  VE4       DID THIS INCIDENT OCCUR IN RESTROOM AT SCHOOL?
 27  SID3Q05D    65    66  SI19  VE4       DID THIS INCIDENT OCCUR IN CAFETERIA AT SCHOOL?
 28  SID3Q05E    67    68  SI20  VE4       DID THIS INCIDENT OCCUR IN LOCKER RM OR GYM AT SCHOOL?
 29  SID3Q05F    69    70  SI21  VE4       DID THIS INCIDENT OCCUR IN PARKING LOT?
 30  SID3Q05G    71    72  SI22  VE4       DID THIS INCIDENT OCCUR IN ATHLETIC FIELD?
 31  SID3Q05H    73    74  SI23  VE4       DID THIS INCIDENT OCCUR ON SCHOOL BUS?
 32  SID3Q05I    75    76  SI24  VE4       DID THIS INCIDENT OCCUR AT SCHOOL LOCKER?
 33  SID3Q05J    77    78  SI25  VE4       SPECIFY OTHER PLACE WHERE INCIDENT OCCURRED?
 34  SID3Q06     79    80  SI5   VE4       WHEN DID THIS INCIDENT HAPPEN?
 35  SID3Q07     81    82  SI1   VE4       DID THIS INCIDENT OCCUR AT AN ATHLETIC CONTEST WITH ANOTHER SCHOOL?
 36  SID3Q08     83    84  SI1   VE4       DID THIS INCIDENT OCCUR AT DANCE/PARTY/OTHER SOCIAL EVENT SPONSORED BY SCH?
 37  SID3Q09     85    86  SI4   VE4       HOW MANY PEOPLE DID IT?DON'T KNOW/ONE PERSON/MORE THAN 1 PERSON.
 38  SID3Q09N    87    88  SIC3  VE4       IN THIS INCIDENT SPECIFY HOW MANY PEOPLE DID IT?
 39  SID3Q10     89    90  SI7   VE4       IN THIS INCIDENT WAS THE PERSON MALE OR FEMALE?
 40  SID3Q11     91    92  SI1   VE4       HAD YOU EVER SEEN THIS PERSON BEFORE THIS INCIDENT?
 41  SID3Q12     93    94  SI1   VE4       IN THIS INCIDENT DID YOU KNOW THE PERSON BY NAME?
 42  SID3Q13     95    96  SI8   VE4       WAS THIS PERSON A CURRENT STUDENT AT YOUR SCH IN THIS INCIDENT?
 43  SID3Q14     97    98  SI9   VE4       IN THIS INCIDENT HOW OLD WOULD YOU SAY THE PERSON WAS?
 44  SID3Q15     99   100  SI6   VE4       WAS THIS PERSON OF THE SAME RACE AS YOU IN THIS INCIDENT?
 45  SID3Q16    101   102  SI10  VE4       WERE THEY MALE OR FEMALE IN THIS INCIDENT?
 46  SID3Q17    103   104  SI1   VE4       HAD YOU EVER SEEN ANY OF THEM BEFORE THIS INCIDENT?
 47  SID3Q18    105   106  SI1   VE4       DID YOU KNOW ANY OF THEM BY NAME IN THIS INCIDENT?
 48  SID3Q19    107   108  SI11  VE4       HOW MANY OF THEM WERE CURRENT STUDENTS AT YOUR SCH IN THIS INCIDENT?
 49  SID3Q20    109   110  SI9   VE4       HOW OLD WOULD YOU SAY THE YOUNGEST WAS IN THIS INCIDENT?
 50  SID3Q21    111   112  SI7   VE4       HOW OLD WOULD YOU SAY THE OLDEST WAS IN THIS INCIDENT?
 51  SID3Q22    113   114  SI11  VE4       WERE ALL/SOME/NONE OF THEM OF THE SAME RACE AS YOU IN THIS INCIDENT?
 52  SID3Q23A   115   116  SI37  VE4       IN THIS INCIDENT DID YOU TELL A TEACHER WHAT HAPPENED TO YOU?
 53  SID3Q23B   117   118  SI38  VE4       IN THIS INCIDENT DID YOU TELL PRINCPL/ASST PRINCPL WHAT HAPPENED TO U?
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DETAIL III STUDENT INTERVIEW QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	SID3023C	119	120	SI39	VE4	IN THIS INCIDENT DID YOU TELL A COUNSELOR WHAT HAPPENED TO YOU?
55	SID3023D	121	122	SI40	VE4	IN THIS INCIDENT DID YOU TELL SCH SECURTY STAFF WHAT HAPPENED TO YOU?
56	SID3023E	123	124	SI41	VE4	IN THIS INCIDENT DID YOU TELL POLICE WHAT HAPPENED TO YOU?
57	SID3023F	125	126	SI42	VE4	IN THIS INCIDENT DID YOU TELL FRIENDS WHAT HAPPENED TO YOU?
58	SID3023G	127	128	SI43	VE4	IN THIS INCIDENT DID YOU TELL PARENTS WHAT HAPPENED TO YOU?
59	SID3023H	129	130	SI44	VE4	DID YOU TELL OTH ADULT IN THIS INCDNT WHAT HAPPENED TO U(SPECIFY)?
60	SID3023I	131	132	SI45	VE4	IN THIS INCIDENT DIDN'T YOU TELL ANYONE WHAT HAPPENED TO YOU?
61	SID3024A	133	134	SI46	VE4	WHY DIDNT U REPORT IT 2 ADULT AT SCH/TO POLCE?THIS INCDNT WAS 2 SML/CMN.
62	SID3024B	135	136	SI47	VE4	WHY DIDNT U REPORT IT 2 ADULT AT SCH/TO POLCE?WOULD NOT HVE DONE ANYTHNG.
63	SID3024C	137	138	SI48	VE4	WHY DIDNT U REPORT IT 2 ADULT AT SCH/TO POLCE?NO EVIDENCE OR PROOF.
64	SID3024D	139	140	SI49	VE4	WHY DIDNT U REPORT IT 2 ADULT AT SCH/TO POLCE?GET IN TRUBLE WTH SCH/POLCE.
65	SID3024E	141	142	SI50	VE4	WHY DIDNT U REPORT IT 2 ADULT AT SCH/TO POLCE?WHO DID IT MIGHT GET ME.
66	SID3024F	143	144	SI51	VE4	WHY DIDNT U REPORT IT 2 ADULT AT SCH/TO POLCE?TOK CARE OF IT MYSLF(SPECFY).
67	SID3024G	145	146	SI52	VE4	WHY DIDNT U REPORT IT 2 ADULT AT SCH/TO POLCE?SPECIFY OTHER REASON.
68	STATE	147	148	SI3A		STATE IN WHICH SCHOOL IS LOCATED.
69	REGION	149	149	SI53		CENSUS REGION IN WHICH SCHOOL IS LOCATED
70	MONTH	150	151	SI57		MONTH OF PARTICIPATION OF SCHOOL
71	LOCDOM	152	152			
72	PSU	153	154			
73	EDLEVEL	155	155	SI54		TYPE OF SCHOOL
74	CLASSIZE	156	156	SI55		SIZE OF SCHOOL
75	INDICATR	157	157			
76	NLOCDOM	158	158	SI56		LOCATIONAL DOMAIN OF SCHOOL
77	PHASE	159	159			
78	AGWEIGHT	160	169			STUDENT WEIGHT (99999,9999)
79	MNTHWGT	170	180			STUDENT WEIGHT (9999999,999)

EXHIBIT 7

STUDENT POST INTERVIEW CHECK QUESTIONNAIRE CODEBOOK

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                                  1ST   2ND
VAR.  VARIABLE START   END   RNG   RNG
NUM.    NAME    POS.   POS.  CODE  CODE           VARIABLE LABEL
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  1   PROJECT     1      4
  2   SUB         5      6
  3   FORM        7      8
  4   STUDNTID    9     13                  STUDENT ID
  5   STUDIDCD   14     14                  STUDENT ID CHECK DIGIT
  6   KEYING     15     15
  7   BATCH      16     19
  8   OP#        20     21
  9   DATE       22     27
 10   SCHOOLID   28     32                  SCHOOL ID
 11   SCHLIDCD   33     33                  SCHOOL ID CHECK DIGIT
 12   SQROB<1    34     35   PCC1  PCF1     TARGET MONTH SHAKEDOWNS OF ITEMS WORTH LESS THAN $1 FROM STDNT QUESTIONNAIRE
 13   SIROB<1    36     37   PCC1  PCF1     TARGET MONTH SHAKEDOWNS OF ITEMS WORTH LESS THAN $1 FROM STUDENT INTERVIEW
 14   SQROB<10   38     39   PCC1  PCF1     TARGET MONTH ROBBERIES OF ITEMS WORTH $1-$10 FROM STUDENT QUESTIONNAIRE
 15   SQROB>10   40     41   PCC1  PCF1     TARGET MONTH ROBBERIES OF ITEMS WORTH MORE THAN $10 FROM STDNT QUESTIONNAIRE
 16   SIROB<10   42     43   PCC1  PCF1     TARGET MONTH ROBBERIES OF ITEMS WORTH $1-$10 FROM STUDENT INTERVIEW
 17   SIROB>10   44     45   PCC1  PCF1     TARGET MONTH ROBBERIES OF ITEMS WORTH MORE THAN $10 FROM STUDENT INTERVIEW
 18   SQTFT<1    46     47   PCC1  PCF1     TARGET MONTH THEFTS OF ITEMS WORTH LESS THAN $1 FROM STUDENT QUESTIONNAIRE
 19   SQTFT<10   48     49   PCC1  PCF1     TARGET MONTH THEFTS OF ITEMS WORTH $1-$10 FROM STUDENT QUESTIONNAIRE
 20   SQTFT>10   50     51   PCC1  PCF1     TARGET MONTH THEFTS OF ITEMS WORTH MORE THAN $10 FROM STUDENT QUESTIONNAIRE
 21   SITFT<1    52     53   PCC1  PCF1     TARGET MONTH THEFTS OF ITEMS WORTH LESS THAN $1 FROM STUDENT INTERVIEW
 22   SITFT<10   54     55   PCC1  PCF1     TARGET MONTH THEFTS OF ITEMS WORTH $1-$10 FROM STUDENT INTERVIEW
 23   SITFT>10   56     57   PCC1  PCF1     TARGET MONTH THEFTS OF ITEMS WORTH MORE THAN $1 FROM STUDENT INTERVIEW
 24   SQATTDR    58     59   PCC1  PCF1     TARGET MONTH ATTACKS--SAW DOCTOR FROM STUDENT QUESTIONNAIRE
 25   SQATTNDR   60     61   PCC1  PCF1     TARGET MONTH ATTACKS--NO DOCTOR FROM STUDENT QUESTIONNAIRE
 26   SIATTDR    62     63   PCC1  PCF1     TARGET MONTH ATTACKS--SAW DOCTOR FROM STUDENT INTERVIEW
 27   SIATTNDR   64     65   PCC1  PCF1     TARGET MONTH ATTACKS--NO DOCTOR FROM STUDENT INTERVIEW
 28   SQ19DISC   66     68   PC2   PCF2     DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION # 19
 29   SQ19R1     69     70   PC1   PCF3     1ST REASON # INCIDENTS  REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 30   SQ19R2     71     72   PC1   PCF3     2ND REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 31   SQ19R3     73     74   PC1   PCF3     3RD REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 32   SQ19COR    75     76   PCC1  PCF1     WHAT IS THE CORRECT ANSWER?
 33   SQ20ADSC   77     79   PC3   PCF2     DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION # 20A
 34   SQ20AR1    80     81   PC1   PCF3     1ST REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 35   SQ20AR2    82     83   PC1   PCF3     2ND REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 36   SQ20AR3    84     85   PC1   PCF3     3RD REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 37   SQ20ACOR   86     87   PCC1  PCF1     WHAT IS THE CORRECT ANSWER?
 38   SQ20BDSC   88     90   PC4   PCF2     DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION # 20B
 39   SQ20BR1    91     92   PC1   PCF3     1ST REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 40   SQ20BR2    93     94   PC1   PCF3     2ND REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 41   SQ20BR3    95     96   PC1   PCF3     3RD REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 42   SQ20BCOR   97     98   PCC1  PCF1     WHAT IS THE CORRECT ANSWER?
 43   SQ21DISC   99    101   PC5   PCF2     DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION # 21
 44   SQ21R1    102    103   PC1   PCF3     1ST REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 45   SQ21R2    104    105   PC1   PCF3     2ND REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 46   SQ21R3    106    107   PC1   PCF3     3RD REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 47   SQ21COR   108    109   PCC1  PCF1     WHAT IS THE CORRECT ANSWER?
 48   SQ22ADSC  110    112   PC6   PCF2     DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION # 22A
 49   SQ22AR1   113    114   PC1   PCF3     1ST REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 50   SQ22AR2   115    116   PC1   PCF3     2ND REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 51   SQ22AR3   117    118   PC1   PCF3     3RD  REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
 52   SQ22ACOR  119    120   PCC1  PCF1     WHAT IS THE CORRECT ANSWER?
 53   SQ22BDSC  121    123   PC7   PCF2     DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION # 22B
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STUDENT POST INTERVIEW CHECK QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	SQ22BR1	124	125	PC1	PCF3	1ST REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
55	SQ22BR2	126	127	PC1	PCF3	2ND REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
56	SQ22BR3	128	129	PC1	PCF3	3RD REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
57	SQ22BCOR	130	131	PCC1	PCF1	WHAT IS THE CORRECT ANSWER?
58	SQ23ADSC	132	134	PC8	PCF2	DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION # 23A
59	SQ23AR1	135	136	PC1	PCE3	1ST REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
60	SQ23AR2	137	138	PC1	PCE3	2ND REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
61	SQ23AR3	139	140	PC1	PCE3	3RD REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
62	SQ23ACOR	141	142	PCC1	PCF1	WHAT IS THE CORRECT ANSWER?
63	SQ23BDSC	143	145	PC9	PCF2	DISCREPANCY: STUDENT QUESTIONNAIRE QUESTION # 23B
64	SQ23BR1	146	147	PC1	PCF3	1ST REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
65	SQ23BR2	148	149	PC1	PCE3	2ND REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
66	SQ23BR3	150	151	PC1	PCE3	3RD REASON # INCIDENTS REPORTED ON QUESTIONNAIRE & IN INTERVIEW DON'T AGREE
67	SQ23BCOR	152	153	PCC1	PCE1	WHAT IS THE CORRECT ANSWER?
68	STATE	154	155	PC3A		STATE IN WHICH SCHOOL IS LOCATED
69	REGION	156	156	PC10		CENSUS REGION IN WHICH SCHOOL IS LOCATED
70	MONTH	157	158	PC11		MONTH OF PARTICIPATION OF SCHOOL
71	OLOCDOM	159	159			
72	PSU	160	161			
73	EDLEVEL	162	162	PC12		TYPE OF SCHOOL
74	CLASSIZE	163	163	PC13		SIZE OF SCHOOL
75	INDICATR	164	164			
76	LOCDOM	165	165	PC14		LOCATIONAL DOMAIN OF SCHOOL
77	PHASE	166	166			
78	AGGWGT	167	176			STUDENT AGGREGATE WEIGHT (99999,9999)
79	MNTHWGT	177	187			STUDENT MONTHLY WEIGHT (9999999,999)

EXHIBIT 8

TEACHER QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
1	PROJ	1	4			
2	SUR	5	6			
3	FORM	7	8			
4	TEACHRID	9	13			TEACHER ID
5	THIDCKDG	14	14			TEACHER ID CHECK DIGIT
6	KEYING	15	15			
7	BATCH	16	19			
8	OPERATOR	20	21			
9	DATE	22	27			
10	SCHOOLID	28	32			SCHOOL ID
11	SCIDCHDG	33	33			SCHOOL ID CHECK DIGIT
12	TCHQ1	34	35	TRC1	TE3	HOW MANY YEARS HAVE YOU TAUGHT FULL-TIME?
13	TCHQ2	36	37	TR1	TE3	HOW MANY YEARS HAVE YOU BEEN TEACHING IN THIS SCHOOL?
14	TCHQ3	38	39	TR2	TE3	ARE YOU MALE OR FEMALE?
15	TCHQ4	40	41	TR3	TE3	WHEN WERE YOU BORN?
16	TCHQ5	42	43	TR4	TE3	CIRCLE THE NUMBER THAT BEST DESCRIBES YOU.
17	TCHQ6	44	45	TR5	TE3	WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?
18	TCHQ7A	46	47	TR6	TE3	HW MCH IN-SERVICE TRAINING HV U HD IN TEACHING METHODS IN THE LAST 24 MNTHS?
19	TCHQ7B	48	49	TR6	TE3	HW MCH IN-SERVICE TRAINING HV U HD IN INTERGROUP RELATIONS IN LAST 24 MNTHS?
20	TCHQ8	50	51	TR7	TE3	IN WHAT SCHOOL PROGRAM DO YOU DO MOST OF YOUR TEACHING?
21	TCHQ9	52	54	TRC2	TE13	WITHIN AN AVERAGE WEEK HOW MANY DIFFERENT STUDENTS DO YOU TEACH?
22	TCHQ10K	55	56	TR8	TE4	DO YOU CURRENTLY TEACH KINDERGARTEN?
23	TCHQ101	57	58	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 1?
24	TCHQ102	59	60	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 2?
25	TCHQ103	61	62	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 3?
26	TCHQ104	63	64	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 4?
27	TCHQ105	65	66	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 5?
28	TCHQ106	67	68	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 6?
29	TCHQ107	69	70	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 7?
30	TCHQ108	71	72	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 8?
31	TCHQ109	73	74	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 9?
32	TCHQ1010	75	76	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 10?
33	TCHQ1011	77	78	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 11?
34	TCHQ1012	79	80	TR8	TE4	DO YOU CURRENTLY TEACH GRADE 12?
35	TCHQ11	81	82	TR9	TE3	HW MCH PROLM R VNDLSM/PERSNL ATTCK/THFT IN NEIGHBORHD SURROUNDNG YOUR SCH?
36	TCHQ12A	83	84	TR10	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT IS YOUR CLSSROOM WHILE TEACHNG?
37	TCHQ12B	85	86	TR10	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT ARE EMPTY CLASSROOMS?
38	TCHQ12C	87	88	TR10	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT ARE HALLWAYS AND STAIRS?
39	TCHQ12D	89	90	TR10	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT IS THE CAFETERIA?
40	TCHQ12E	91	92	TR10	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT ARE STUDENTS' RESTROOM?
41	TCHQ12F	93	94	TR10	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT ARE TEACHERS' RESTROOMS/LOUNGES?
42	TCHQ12G	95	96	[illegible]	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT IS LOCKER ROOM OR GYM?
43	TCHQ12H	97	98	TR[illegible]	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT IS THE PARKING LOT?
44	TCHQ12I	99	100	TR10	TE3	DRNG SCH HRS HW SAF FRM VNDLSM/ATTCK/THFT IS THE REST OF SCHOOL GROUNDS?
45	TCHQ131	101	102	TR11	TE3	DID ANYONE STEAL FRM YOU BY FORCE/WEAPONS/THREAT AT SCHOOL IN THIS MONTH?
46	TCHQ131A	103	104	TRC3	TE4	HOW MANY TIMES DID THIS INVOLVE LOSSES OF $10 OR LESS?
47	TCHQ131B	105	106	TRC4	TE4	HOW MANY TIMES DID THIS INVOLVE LOSSES OF MORE THAN $10?
48	TCHQ132	107	108	TR11	TE3	DID ANYONE STEAL FRM YOU BY FORCE/WEAPONS/THREAT AT SCHOOL IN LAST MONTH?
49	TCHQ132A	109	110	TRC3	TE4	HOW MANY TIMES DID THIS INVOLVE LOSSES OF $10 OR LESS?
50	TCHQ132B	111	112	TRC4	TE4	HOW MANY TIMES DID THIS INVOLVE LOSSES OF MORE THAN $10?
51	TCHQ141	113	114	TR11	TE3	DID ANYONE STEAL FRM YOUR DESK/COAT CLOSET/OTHR PLACE AT SCH IN THIS MONTH?
52	TCHQ141A	115	116	TRC5	TE4	HOW MANY TIMES DID THIS INVOLVE THEFTS OF LESS THAN $1?
53	TCHQ141B	117	118	TRC3	TE4	HOW MANY TIMES DID THIS INVOLVE THEFTS OF $1 TO $10?

TEACHER QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	TCHQ141C	119	120	TRC4	TE4	HOW MANY TIMES DID THIS INVOLVE THEFTS OF MORE THAN $10?
55	TCHQ142	121	122	TR11	TE3	DID ANYONE STEAL FRM YOUR DESK/COAT CLOSET/OTHR PLACE AT SCH IN LAST MONTH?
56	TCHQ142A	123	124	TRC5	TE4	HOW MANY TIMES DID THIS INVOLVE THEFTS OF LESS THAN $1?
57	TCHQ142B	125	126	TRC3	TE4	HOW MANY TIMES DID THIS INVOLVE THEFTS OF $1 TO $10?
58	TCHQ142C	127	128	TRC4	TE4	HOW MANY TIMES DID THIS INVOLVE THEFTS OF MORE THAN $10?
59	TCHQ151	129	130	TR11	TE3	WERE YOU A VICTIM OF RAPE OR ATTEMPTED RAPE AT SCHOOL IN THIS MONTH?
60	TCHQ151A	131	132	TRC6	TE4	HOW MANY TIMES WERE YOU A VICTIM OF RAPE?
61	TCHQ151B	133	134	TRC6	TE4	HOW MANY TIMES WERE YOU A VICTIM OF ATTEMPTED RAPE?
62	TCHQ152	135	136	TR11	TE3	WERE YOU A VICTIM OF RAPE OR ATTEMPTED RAPE AT SCHOOL IN LAST MONTH?
63	TCHQ152A	137	138	TRC6	TE4	HOW MANY TIMES WERE YOU A VICTIM OF RAPE?
64	TCHQ152B	139	140	TRC6	TE4	HOW MANY TIMES WERE YOU A VICTIM OF ATTEMPTED RAPE?
65	TCHQ161	141	142	TR11	TE3	DID ANYONE PHYSICALLY ATTACK AND HURT YOU AT SCHOOL IN THIS MONTH?
66	TCHQ161A	143	144	TRC7	TE4	HOW MANY TIMES ATTACKED & HURT SO BADLY THAT YOU SAW A DOCTOR?
67	TCHQ161B	145	146	TRC4	TE4	HOW MANY TIMES ATTACKED & HURT BUT NT SO BADLY THAT YOU SAW A DOCTOR?
68	TCHQ162	147	148	TR11	TE3	DID ANYONE PHYSICALLY ATTACK AND HURT YOU AT SCHOOL IN LAST MONTH?
69	TCHQ162A	149	150	TRC3	TE4	HOW MANY TIMES ATTACKED & HURT SO BADLY THAT YOU SAW A DOCTOR?
70	TCHQ162B	151	152	TRC4	TE4	HOW MANY TIMES ATTACKED & HURT BUT NT SO BADLY THAT YOU SAW A DOCTOR?
71	TCHQ17A	153	154	TR26	TE4	DID SOMEONE TAKE SOMETHING DIRECTLY FROM YOU WORTH $10 OR LESS?
72	TCHQ17B	155	156	TR27	TE4	DID SOMEONE TAKE SOMETHING DIRECTLY FROM YOU WORTH MORE THAN $10?
73	TCHQ17C	157	158	TR28	TE4	DID SOMEONE STEAL SOMETHING OF YOURS WORTH LESS THAN $1?
74	TCHQ17D	159	160	TR29	TE4	DID SOMEONE STEAL SOMETHING OF YOURS WORTH $1-$10?
75	TCHQ17E	161	162	TR30	TE4	DID SOMEONE STEAL SOMETHING OF YOURS WORTH MORE THAN $10?
76	TCHQ17F	163	164	TR31	TE4	DID SOMEONE RAPE YOU?
77	TCHQ17G	165	166	TR32	TE4	DID SOMEONE ATTEMPT TO RAPE YOU?
78	TCHQ17H	167	168	TR33	TE4	DID SOMEONE HURT YOU SO BADLY THAT YOU SAW A DOCTOR?
79	TCHQ17I	169	170	TR34	TE4	DID SOMEONE HURT YOU BUT NOT SO BADLY THAT YOU SAW A DOCTOR?
80	TCHQ17J	171	172	TR35	TE4	NOTHING HAPPENED (GO TO QUESTION 19).
81	TCHQ18A	173	174	TR12	TE4	HOW MANY PEOPLE DID IT?
82	TCHQ18B	175	176	TR13	TE4	HOW MANY WERE CURRENT STUDENTS AT THIS SCHOOL?
83	TCHQ18C	177	178	TR13	TE4	HOW MANY WERE OTHER SCHOOL-AGE YOUTHS?
84	TCHQ18D	179	180	TR13	TE4	HOW MANY WERE MALES?
85	TCHQ18E	181	182	TR13	TE4	HOW MANY WERE OF THE SAME RACE AS YOU?
86	TCHQ18F1	183	184	TR36	TE4	DID THIS INCIDENT TAKE PLACE IN HALLWAYS OR STAIRS?
87	TCHQ18F2	185	186	TR37	TE4	DID THIS INCIDENT TAKE PLACE IN UR CLASRM DURING CLASSES?
88	TCHQ18F3	187	188	TR38	TE4	DID THIS INCIDENT TAKE PLACE IN AN EMPTY CLASSROOM?
89	TCHQ18F4	189	190	TR39	TE4	DID THIS INCIDENT TAKE PLACE IN AN OFFICE?
90	TCHQ18F5	191	192	TR40	TE4	DID THIS INCIDENT TAKE PLACE IN A STOREROOM?
91	TCHQ18F6	193	194	TR41	TE4	DID THIS INCIDENT TAKE PLACE IN STUDENT RESTROOM?
92	TCHQ18F7	195	196	TR42	TE4	DID THIS INCIDENT TAKE PLACE IN A GYM,LOCKR RM,OR ATHLETIC FLD?
93	TCHQ18F8	197	198	TR43	TE4	DID THIS INCIDENT TAKE PLACE IN A PARKING LOT?
94	TCHQ18F9	199	200	TR44	TE4	DID THIS INCIDENT TAKE PLACE ELSEWHERE ON SCHOOLS GROUNDS?
95	TCH18F10	201	202	TR45	TE4	DID THIS INCIDENT TAKE PLACE IN ANOTHER PLACE?
96	TCHQ18G1	203	204	TR46	TE4	DID YOU REPORT THIS INCIDENT TO THE PRINCIPAL'S OFFICE/HEAD OF DEPARTMENT?
97	TCHQ18G2	205	206	TR47	TE4	DID YOU REPORT THIS INCIDENT TO THE SCHOOL SECURITY DIVISION?
98	TCHQ18G3	207	208	TR48	TE4	DID YOU REPORT THIS INCIDENT TO THE POLICE?
99	TCHQ18G4	209	210	TR49	TE4	DID YOU REPORT THIS INCIDENT TO ANY OTHER TEACHERS?
100	TCHQ18G5	211	212	TR50	TE4	DID YOU REPORT THIS INCIDENT TO ANOTHER PERSON?
101	TCHQ18G6	213	214	TR51	TE4	DID YOU NOT REPORT THIS INCIDENT?
102	TCHQ18H	215	216	TR14	TE4	IF DID NT REPORT TO PRINCPL/HEAD SCH SCRTY DIVISN/POLC DEPT, WHY WAS THIS?
103	TCHQ18I1	217	218	TR53	TE4	IF SOMETHING TAKEN DIRECTLY FRM YOU/STOLN IN THIS INCIDENT, WHAT WAS IT? A
104	TCHQ18I2	219	220	TR53	TE4	IF SOMETHING TAKEN DIRECTLY FROM YOU/STOLN IN THIS INCIDENT,WHAT WAS IT? B
105	TCHQ18I3	221	222	TR53	TE4	IF SOMETHING TAKEN DIRECTLY FROM YOU/STOLN IN THIS INCIDENT,WHAT WAS IT? C
106	TCHQ18I4	223	224	TR53	TE4	IF SOMETHING TAKEN DIRECTLY FROM YOU/STOLN IN THIS INCIDENT,WHAT WAS IT? D

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VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
107	TCHQ18I5	225	226	TR53	TE4	IF SOMETHING TAKEN DIRECTLY FROM YOU/STOLN IN THIS INCIDENT,WHAT WAS IT? E
108	TCHQ18IB	227	230	TRC9	TE22	IF SOMETHNG TAKN DIRCTLY FRM U/STOLN IN INCDNT, WHT WLD COST TO REPLACE IT?
109	TCHQ19	231	232	TR15	TE3	IN LAST CALENDAR MNTH DID ANY STDNTS SWEAR/MAK OBSCENE REMRK/GESTURES AT U?
110	TCHQ20	233	234	TR15	TE3	IN LAST CALENDAR MNTH HW MNY TIMES DID ANY STDNT THREATEN TO HURT YOU?
111	TCHQ21	235	236	TR15	TE3	IN LAST CALENDAR MNTH HW MNY TIMES HESITATE 2 CONFRNT STDNT 4 FEAR OSAFETY?
112	TCHQ22A	237	238	TR16	TE3	IN DEALING WITH MISBEHAVING STDNTS HW OFTN DO YOU SEND THEM OUT OF CLASS?
113	TCHQ22B	239	240	TR16	TE3	IN DEALING WITH MISBEHAVING STDNTS HW OFTN DO YOU GIVE ADDITIONAL SCH WRK?
114	TCHQ22C	241	242	TR16	TE3	IN DEALNG WTH MISBEHVNG STDNTS HW OFTN DO U USE/THREATN PHYSICL PUNISHMNT?
115	TCHQ22D	243	244	TR16	TE3	IN DEALING WITH MISBEHAVING STDNTS HW OFTN DO U LOWER GRADES IF REPEATED?
116	TCHQ22E	245	246	TR16	TE3	DEALNG WTH MISBEHVNG STDNTS HW OFTN DO YOU GV PRIVLGS 2 INCREAS POSTV INVLV?
117	TCHQ22F	247	248	TR16	TE3	IN DEALNG WTH MISBEHAVNG STDNTS HOW OFTEN DO YOU IGNORE STDNTS TALKING BACK?
118	TCHQ23A	249	250	TRC3	TE3	DURING AVERAGE WEEK HW MANY HRS AT SCH DO YOU SPEND ON ADM/CLERICAL TASKS?
119	TCHQ23B	251	252	TRC3	TE3	DURING AVERAGE WEEK HW MANY HRS AT SCH DO YOU SPEND ON PREPARATION/PLANNING?
120	TCHQ23C	253	254	TRC3	TE3	DRNG AVERG WK HW MNY HRS AT SCH DO U SPND ON SUPERVISORY DUTIES OUTSD CLSS?
121	TCHQ23D	255	256	TRCE	TE3	DURING AVERAGE WEEK HW MANY HRS AT SCH DO YOU SPEND TEACHING STUDENTS?
122	TCHQ24A	257	258	TR17	TE3	AT YOUR SCHOOL HOW IS DECIDING ON STANDARDS FOR PASSING/FAILING DETERMINED?
123	TCHQ24B	259	260	TR17	TE3	AT YOUR SCHOOL HOW IS CONTROLLING CLASSROOM DISORDER DETERMINED?
124	TCHQ24C	261	262	TR17	TE3	AT YOUR SCH HW IS DEALING WITH SERIOUS BEHAVIOR (FIGHTING ETC) DETERMINED?
125	TCHQ24D	263	264	TR17	TE3	AT YOUR SCH HW IS DISCUSSING MATTERS ABOUT STDNTS WITH PARENTS DETERMINED?
126	TCHQ25A	265	266	TR52	TE3	HOW DOES THE STATEMENT ALL STUDENTS ARE TREATED EQUALLY DESCRIBE YOUR SCH?
127	TCHQ25B	267	268	TR52	TE3	HW DOES THE STATEMENT STDNTS HAVE SAY ABOUT HOW SCH RUN DESCRB YOUR SCH?
128	TCHQ25C	269	270	TR52	TE3	HOW DOES THE STATEMENT PRNTS HV SAY ABOUT HOW SCH RUN DESCRIBE YOUR SCH?
129	TCHQ25D	271	272	TR52	TE3	HW DOES THE STATEMNT COUNSELRS GV ADVIC ABOUT HANDLNG PROB STDNT DESCRB SCH?
130	TCHQ26A	273	274	TR18	TE3	IN YOUR OPINION HW WELL DO STDNTS OF DIFFERENT RACES GET ALONG AT YOUR SCH?
131	TCHQ26B	275	276	TR18	TE3	IN YOUR OPINION HW WELL DO STDNTS OF DIFERENT NATIONALITY GET ALNG AT SCH?
132	TCHQ26C	277	278	TR18	TE3	IN YOUR OPINION HW WELL STDNTS OF DIFFRNT SOCIOECONMC GROUPS GT ALNG AT SCH?
133	TCHQ26D	279	280	TR19	TE3	IN YOUR OPINION HW WELL DO TEACHERS AND STUDENTS GET ALONG AT YOUR SCHOOL?
134	TCHQ26E	281	282	TR19	TE3	IN YOUR OPINION HW WELL DO TEACHERS & ADMINISTRATORS GET ALONG AT YOUR SCH?
135	TCHQ26F	283	284	TR19	TE3	IN YOUR OPINION HW WELL DO PARENTS AND TEACHERS GET ALONG AT YOUR SCHOOL?
136	TCHQ27A	285	286	TR20	TE3	HW MCH DO U DISAGREE/AGREE THAT SCH SHOULD HV RULES ABOUT HW STDNTS DRESS?
137	TCHQ27B	287	288	TR20	TE3	HW MCH DO U DISAGREE/AGREE THAT SCH CAN SUSPND STDNTS WITHOUT A HEARING?
138	TCHQ27C	289	290	TR20	TE3	HW MCH DO U DISAGRE/AGREF THAT IF STDNT IN FIST FIGHT-LET SETTLE THEMSELVES?
139	TCHQ27D	291	292	TR20	TE3	HW MCH DO U DISAGREE/AGREE THAT IF STDNT USE DRUGS AT SCH-IT'S THEIR BUSINS?
140	TCHQ27E	293	294	TR20	TE3	HW MCH DO U DISAGREE/AGREE THAT STDNT SHOULD HV LOT OF SAY ON HW SCH IS RUN?
141	TCHQ27F	295	296	TR20	TE3	HW MCH DO U DISAGREE/AGREE THAT PRNTS SHOULD HV SAY ON HW SCH IS RUN?
142	TCHQ27G	297	298	TR20	TE3	HW MCH DO U DISAGREE/AGREE THAT I WANT TO KEEP ON TEACHNG KIND OF STDNT HV?
143	TCHQ27H	299	300	TR20	TE3	HW MCH DO U DISAGREF/AGREE THAT I WANT TO KEEP TEACHNG AT THIS SCH & NT MOV?
144	TCHQ28	301	302	TR21	TE3	HW DOES SCH SUPPLY YOU WITH MATERIALS/EQUIPMENT YOU NEED FOR TEACHING?
145	TCHQ29A	303	304	TR21	TE3	HOW FRIENDLY IS THE PRINCIPAL OF YOUR BUILDING?
146	TCHQ29B	305	306	TR21	TE3	HOW FAIR IS THE PRINCIPAL OF YOUR BUILDING?
147	TCHQ29C	307	308	TR21	TE3	HOW PERMISSIVE IS THE PRINCIPAL OF YOUR BUILDING?
148	TCHQ29D	309	310	TR21	TE3	HOW INFORMAL IS THE PRINCIPAL OF YOUR BUILDING?
149	TCHQ29E	311	312	TR21	TE3	HOW WELL DOES THE PRINCIPAL OF YOUR BUILDING SHARE THE DECISION MAKING?
150	TCHQ30	313	315	TRCC	TE13	WHAT IS THE AERAGE NUMBER OF STUDENTS IN THE CLASSES YOU TEACH?
151	TCHQ31A	316	318	TRC8	TE14	OF STDNTS YOU TEACH ABOUT WHT PERCENT ARE AMERICAN INDIAN/ALASKAN NATIVE?
152	TCHQ31B	319	321	TRC8	TE14	OF STDNTS YOU TEACH ABOUT WHT PERCENT ARE ASIAN-AMERICAN/PACIFIC ISLANDER?
153	TCHQ31C	322	324	TRC8	TE14	OF THE STUDENTS YOU TEACH ABOUT WHAT PERCENT ARE SPANISH-AMERICAN?
154	TCHQ31D	325	327	TRC8	TE14	OF THE STUDENTS YOU TEACH ABOUT WHAT PERCENT ARE BLACK OR NEGRO?
155	TCHQ31E	328	330	TRC8	TE14	OF THE STUDENTS YOU TEACH ABOUT WHAT PERCENT ARE WHITE?
156	TCHQ319F	331	332	TR61	TE3	WHAT IS THE OTHER NATIONALITY OF YOUR STUDENTS NOT LISTED?
157	TCHQ31F	333	335	TRC8	TE14	OF THE STUDENTS YOU TEACH ABOUT WHAT PERCENT ARE OF ANOTHER NATIONALITY?
158	TCHQ32AA	336	338	TRC8	TE14	OF THE STUDENTS YOU TEACH WHAT PERCENT WOULD YOU AY ARE HIGH ABILITY?
159	TCHQ32AB	339	341	TRC8	TE14	OF THE STUDENTS YOU TEACH WHAT PERCENT WOULD YOU SAY ARE AVERAGE ABILITY?

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VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
160	TCHQ32AC	342	344	TRC8	TE14	OF THE STUDENTS YOU TEACH WHAT PERCENT WOULD YOU SAY ARE LOW ABILITY?
161	TCHQ32BA	345	347	TRC2	TE13	OF THE STUDENTS YOU TEACH HOW MANY ARE UNDERACHIEVERS?
162	TCHQ32BB	348	350	TRC2	TE13	OF THE STUDENTS YOU TEACH HOW MANY ARE BEHAVIOR PROBLEMS?
163	TCHQ32BC	351	353	TRC2	TE13	OF THE STUDENTS YOU TEACH HOW MANY ARE GENUINELY INTERESTED IN SCHOOL?
164	TCHQ33A	354	356	TRCA	TE13	EACH MNTH-ON THE AVERAGE-HW MNY STDNTS DISCUSS THEIR PERSONL PROB WTH YOU?
165	TCHQ33B	357	359	TRCB	TE13	EACH MNTH-ON THE AVERAGE-HW MNY STDNTS DO YOU SEND TO PRINCPL FOR DISCIPLN?
166	TCHQ33C	360	362	TRCC	TE13	HW MNY HRS EACH MNTH-ON AVERG-DO YOU SPND WTH STDNTS ON XTRA CURRCLR ACT?
167	TCHQ33D	363	365	TRCD	TE13	HW MNY HRS EACH MNTH-ON AVERG-DO YOU SPND OUTSD CLSS HLPNG STDNT WTH WRK?
168	TCHQ34	366	367	TR22	TE3	HW OFTN GIVE DIFFERENT STDNT IN SAME CLSS CONTINUNG ASSIGNMNT DIFFERENT LVL?
169	TCHQ35	368	369	TR23	TE3	WHICH ONE OF THE FOLLOWING DO YOU EMPHASIZE MOST?
170	TCHQ36	370	371	TR23	TE3	WHICH ONE OF THE FOLLOWING DOES YOUR PRINCIPAL EMPHASIZE MOST?
171	TCHQ37A	372	373	TR24	TE3	IN YOUR OPNION HW IMPRTNT IS STDNT DESIR IN DECDNG IF STDNT TAK YOUR COURS?
172	TCHQ37B	374	375	TR24	TE3	IN YOUR OPNION HW IMPRTNT IS STDNT GRAD IN DECDNG IF STDNT TAK YOUR COURS?
173	TCHQ37C	376	377	TR24	TE3	IN YOUR OPNION HW IMPRTNT IS STDNT TST SCOR DECIDNG IF STDNT TAK YOUR COURS?
174	TCHQ37D	378	379	TR24	TE3	IN YOUR OPNION HW IMPRTNT IS PRNT DESIR IN DECDNG IF STDNT TAK YOUR COURSE?
175	TCHQ37E	380	381	TR24	TE3	IN YOUR OPNION HW IMPRTNT IS TCHR EVALUATN DECDNG IF STDNT TAK YOUR COURS?
176	TCHQ38A	382	383	TR25	TE3	HW OFTN R TCHRS PROVD WTH UP-TO-DATE INFRMTN ON PROB STDNT BY SCH ADMNSTRTN?
177	TCHQ38B	384	385	TR25	TE3	HW OFTN DO TEACHERS HEAR ABOUT PROBLEM STUDENTS FROM OTHER TEACHERS?
178	TCHQ38C	386	387	TR25	TE3	HOW OFTEN CAN TEACHERS MAINTAIN CONTROL IN CLASS?
179	TCHQ38D	388	389	TR25	TE3	HW OFTN CAN OUTSIDERS GO ANYWHERE IN SCHOOL WITHOUT BEING STOPPED?
180	TCHQ38E	390	391	TR25	TE3	HOW OFTEN DO ADULTS MONITOR THE HALLS BETWEEN CLASSES?
181	TCHQ38F	392	393	TR25	TE3	HW OFTN ARE PARENT VOLUNTEERS AT SCHOOL DURING THE SCHOOL DAY?
182	TCHQ39A	394	395	TR20	TE3	PUPILS USUALLY NT CAPABLE OF SOLVING THEIR PRBLMS THROUGH LOGICAL REASONING.
183	TCHQ39B	396	397	TR20	TE3	BEGINNG TEACHER NT LIKELY TO MAINTAIN STRICT ENOUGH CONTROL OVER PUPILS.
184	TCHQ39C	398	399	TR20	TE3	BEST PRINCIPAL GV UNQUESTIONING SUPPORT TO TEACHERS IN DISCIPLINING PUPILS.
185	TCHQ39D	400	401	TR20	TE3	JUSTFABL HV PUPIL LEARN MNY FCTS ON SUBJCT EVEN IF HV NO IMMEDIATE APPLCTN.
186	TCHQ39E	402	403	TR20	TE3	BEING FRIENDLY WITH PUPILS OFTEN LEADS THEM TO BECOME TOO FAMILIAR.
187	TCHQ39F	404	405	TR20	TE3	STDNT GOVT GOOD SAFETY VALVE BUT SHOULD NT HV MCH INFLUENCE ON SCH POLICY.
188	TCHQ39G	406	407	TR20	TE3	IF PUPIL USES OBSCENE/PROFANE LANG IN SCH MUST BE CONSIDERED MORAL OFFENSE.
189	TCHQ39H	408	409	TR20	TE3	A FEW PUPILS JUST YOUNG HOODLUMS & SHOULD BE TREATED ACCORDINGLY.
190	TCHQ39I	410	411	TR20	TE3	PUPIL WHO DESTROY SCH MATERIAL/PROPERTY SHOULD BE SEVERLY PUNISHED.
191	TCHQ39J	412	413	TR20	TE3	PUPIL OFTEN MISBEHAVE IN ORDER TO MAKE THE TEACHER LOOK BAD.
192	TCHQ40A	414	416	TR54	TE12	WHT MEASURES WLD YOU RCMMND SCH HVNG PROB WTH VNDLSM/PERSNL ATTCK/THEFT? A
193	TCHQ40B	417	419	TR54	TE12	WHT MEASURES WLD YOU RCMMND SCH HVNG PROB WTH VNDLSM/PERSNL ATTCK/THEFT? B
194	TCHQ40C	420	422	TR54	TE12	WHT MEASURES WLD YOU RCMMND SCH HVNG PROB WTH VNDLSM/PERSNL ATTCK/THEFT? C
195	TCHQ40D	423	425	TR54	TE12	WHT MEASURES WLD YOU RCMMND SCH HVNG PROB WTH VNDLSM/PERSNL ATTCK/THEFT? D
196	TCHQ40E	426	428	TR54	TE12	WHT MEASURES WLD YOU RCMMND SCH HVNG PROB WTH VNDLSM/PERSNL ATTCK/THEFT? E
197	TCHQ41	429	430	TR62	TE4	WERE YOU TEACHING IN THIS SCHOOL IN MAY 1976(SEPT. QUESTIONNAIRES ONLY)
198	TCHQCODE	431	432	TR63	TE4	WAS QUESTIONNAIRE RECEIVED IN HARDSHELL OR MAIL (FALL QUESTIONNAIRES ONLY)
199	STATE	433	434	TR9A		STATE IN WHICH THE SCHOOL IS LOCATED
200	REGION	435	435	TR56		CENSUS REGION IN WHICH THE SCHOOL IS LOCATED
201	MONTH	436	437	TR60		MONTH OF PARTICIPATION OF SCHOOL
202	LOCDOM	438	438			
203	PSU	439	440			
204	EDLEVEL	441	441	TR57		TYPE OF SCHOOL
205	CLASSIZE	442	442	TR58		SIZE OF SCHOOL
206	INDICATR	443	443			
207	NLOCDOM	444	444	TR59		LOCATIONAL DOMAIN OF SCHOOL
208	PHASE	445	445			
209	AGWEIGHT	446	455			TEACHER WEIGHT(99999.9999)
210	MNTHWGT	456	466			TEACHER WEIGHT(9999999.999)

EXHIBIT 9

TEACHER TELEPHONE FOLLOW-UP QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
1	PROJECT	1	4			
2	SUB	5	6			
3	FORM	7	8			
4	TEACHID	9	13			TEACHER ID
5	TCHIDCD	14	14			TEACHER ID CHECK DIGIT
6	KEYING	15	15			
7	BATCH	16	19			
8	OP#	20	21			
9	DATE	22	27			
10	SCHLID	28	32			SCHOOL ID
11	SCHLIDCD	33	33			SCHOOL ID CHECK DIGIT
12	TCHSER#	34	35			TEACHER SERIAL NUMBER
13	OPNAME	36	37			OPERATOR NAME(2-DIGIT NUMERIC)
14	#CALLS	38	39	FUC1	FUE1	# OF CALLS MADE
15	RESULT	40	41	FU1	FUF3	RESULT CODE OF FINAL CALL
16	MONTH12	42	43	FU2	FUF3	MONTH OF REFERENCE IS DECEMBER
17	DAY12	44	45	FUC2	FUF3	WHAT WAS LAST DAY SCHOOL IN SESSION IN DECEMBER?
18	MONTH01	46	47	FU3	FUF3	MONTH OF REFERENCE IS JANUARY
19	DAY01	48	49	FUC2	FUE3	WHAT WAS LAST DAY SCHOOL IN SESSION IN JANUARY?
20	FTQ13	50	51	FU4	FUF1	DID ANYONE TAKE THNGS DIRECTLY BY FCE/WEAPONS/OR THREATS AT SCH IN DEC(JAN)?
21	FTQ13A	52	53	FUC1	FUF2	HOW MANY TIMES DID THIS INVOLVE LOSSES OF $10 OR LESS?
22	FTQ13B	54	55	FUC1	FUF2	HOW MANY TIMES DID THIS INVOLVE LOSSES OF MORE THAN $10?
23	FTQ13ADP	56	57	FU5	FUF1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND TQ13AC1
24	FTQ13AC1	58	59	FUC1	FUF2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
25	FTQ13AC2	60	61	FUC1	FUE2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
26	FTQ13AEX	62	63	FU6	FUF3	EXPLAIN DUPLICATE REPORTING
27	FTQ13BDP	64	65	FU5	FUE1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND TQ13B
28	FTQ13BC1	66	67	FUC1	FUE2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
29	FTQ13BC2	68	69	FUC1	FUE2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
30	FTQ13BEX	70	71	FU6	FUF3	EXPLAIN DUPLICATE REPORTING
31	FTQ14	72	73	FU4	FUF1	DID ANYONE STEAL THINGS FROM DESK/CLOSET/OTHER PLACE AT SCHOOL IN DEC(JAN)?
32	FTQ14A	74	75	FUC1	FUE2	HOW MANY TIMES DID THIS INVOLVE THEFTS OF LESS THAN $1?
33	FTQ14B	76	77	FUC1	FUF2	HOW MANY TIMES DID THIS INVOLVE THEFTS OF $1 TO $10?
34	FTQ14C	78	79	FUC1	FUF2	HOW MANY TIMES DID THIS INVOLVE THEFTS OF MORE THAN $10?
35	FTQ14ADP	80	81	FU5	FUF1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND TQ14A
36	FTQ14AC1	82	83	FUC1	FUE2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
37	FTQ14AC2	84	85	FUC1	FUE2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
38	FTQ14AEX	86	87	FU6	FUF3	EXPLAIN DUPLICATE REPORTING
39	FTQ14BDP	88	89	FU5	FUE1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND TQ14B
40	FTQ14BC1	90	91	FUC1	FUF2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
41	FTQ14BC2	92	93	FUC1	FUF2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
42	FTQ14BEX	94	95	FU6	FUF3	EXPLAIN DUPLICATE REPORTING
43	FTQ14CDP	96	97	FU5	FUF1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND TQ14C
44	FTQ14CC1	96	99	FUC1	FUF2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
45	FTQ14CC2	100	101	FUC1	FUF2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
46	FTQ14CEX	102	103	FU6	FUF3	EXPLAIN DUPLICATE REPORTING
47	FTQ15	104	105	FU4	FUF1	WERE YOU A VICTIM OF RAPE OR ATTEMPTED RAPE AT SCHOOL IN DEC(JAN)?
48	FTQ15A	106	107	FUC1	FUF2	HOW MANY TIMES WERE YOU A VICTIM OF RAPE?
49	FTQ15B	108	109	FUC1	FUE2	HOW MANY TIMES WERE YOU A VICTIM OF ATTEMPTED RAPE?
50	FTQ15ADP	110	111	FU5	FUF1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND TQ15A
51	FTQ15AC1	112	113	FUC1	FUF2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
52	FTQ15AC2	114	115	FUC1	FUF2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
53	FTQ15AEX	116	117	FU6	FUF3	EXPLAIN DUPLICATE REPORTING

TEACHER TELEPHONE FOLLOW-UP QUESTIONNAIRE CODEBOOK

VAR. NUM.	VARIABLE NAME	START POS.	END POS.	1ST RNG CODE	2ND RNG CODE	VARIABLE LABEL
54	FTQ15BDP	118	119	FU5	FUE1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND TQ15B
55	FTQ15BC1	120	121	FUC1	FUE2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
56	FTQ15BC2	122	123	FUC1	FUE2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
57	FTQ15BEX	124	125	FU6	FUE3	EXPLAIN DUPLICATE REPORTING
58	FTQ16	126	127	FU4	FUE1	DID ANYONE PHYSICALLY ATTACK & HURT YOU AT SCHOOL IN DEC(JAN)?
59	FTQ16A	128	129	FUC1	FUE2	HOW MANY TIMES WERE YOU ATTACKED & HURT SO BADLY THAT YOU SAW DOCTOR?
60	FTQ16B	130	131	FUC1	FUE2	HOW MANY TIMES WERE YOU ATTACKED & HURT BUT NOT SO BADLY THAT YOU SAW DOCTOR
61	FTQ16ADP	132	133	FU5	FUE1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND THTQ16A
62	FTQ16AC1	134	135	FUC1	FUE2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
63	FTQ16AC2	136	137	FUC1	FUE2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
64	FTQ16AEX	138	139	FU6	FUE3	EXPLAIN DUPLICATE REPORTING
65	FTQ16BDP	140	141	FU5	FUE1	WERE THERE ANY DUPLICATE INCIDENTS REPORTED IN THIS Q AND TQ16B
66	FTQ16BC1	142	143	FUC1	FUE2	IF # INCIDENTS REPORTED IN TCH Q INCORRECT, ENTER CORRECT NUMBER
67	FTQ16BC2	144	145	FUC1	FUE2	IF # INCIDENTS REPORTED FOR THIS Q ORIGINALLY INCORRECT, ENTER CORRECT #
68	FTQ16BEX	146	147	FU6	FUE3	EXPLAIN DUPLICATE REPORTING
69	STATE	148	149	FU5A		STATE IN WHICH SCHOOL IS LOCATED
70	REGION	150	150	FU7		CENSUS REGION IN WHICH SCHOOL IS LOCATED
71	MONTH	151	152	FU8		MONTH OF PARTICIPATION OF SCHOOL
72	OLOCDOM	153	153			
73	PSU	154	155			
74	EDLEVEL	156	156	FU9		TYPE OF SCHOOL
75	CLASSIZE	157	157	FU10		SIZE OF SCHOOL
76	INDICATR	158	158			
77	LOCDOM	159	159	FU11		LOCATIONAL DOMAIN OF SCHOOL
78	PHASE	160	160			
79	AGGWGT	161	169			TEACHER AGGREGATE WEIGHT (9999,9999)
80	MNTHWGT	170	178			TEACHER MONTHLY WEIGHT (9999,9999)

FILE LAYOUT OF THE COMMUNITY VARIABLE DATA

Census Table Number	Description of Variable	Field Length	Position
--	School ID	6	1-6
--	Census tract identification	14	7-20
001	Aggregate dollars family income (Members) 14+ only)	16	21-36
002	Families with female head by number/ aggregate dollars income		
	No families with female head . .	16	37-52
	Aggregate family income	16	53-68
003	Aggregate dollars income of unrelated individuals 14 years old and over	16	69-84
005	Aggregate dollars income of persons 14 years old and over by sex:		
	Male	16	85-100
	Filler (blanks)	8	101-108
	Female	16	109-124
015	Aggregate dollars gross rent of renter occupied units of family or primary individual:		
	Above poverty level	16	125-140
	Below poverty level	16	141-156
--	Filler (blanks)	8	157-164
017	Count of persons by sex and age:		
	Male:		
	Under 3	8	165-172
	3-4	8	173-180
	5	8	181-188
	6	8	189-196
	7-9	8	197-204
	10-13	8	205-212
	14	8	213-220
	15	8	221-228
	16	8	229-236
	17	8	237-244
	18	8	245-252
	19	8	253-260
	20	8	261-268

Census Table Number	Description of Variable	Field Length	Position
	21	8	269-276
	22-24	8	277-284
	25-29	8	285-292
	30-34	8	293-300
	35-39	8	301-308
	40-44	8	309-316
	45-49	8	317-324
	50-54	8	325-332
	55-59	8	333-340
	60-61	8	341-348
	62-64	8	349-356
	65-69	8	357-364
	70-74	8	365-372
	75 and over	8	373-380
	Female:		
	Under 3	8	381-388
	3-4	8	389-396
	5	8	397-404
	6	8	405-412
	7-9	8	413-420
	10-13	8	421-428
	14	8	429-436
	15	8	437-444
	16	8	445-452
	17	8	453-460
	18	8	461-468
	19	8	469-476
	20	8	477-484
	21	8	485-492
	22-24	8	493-500
	25-29	8	501-508
	30-34	8	509-516
	35-39	8	517-524
	40-44	8	525-532
	45-49	8	533-540
	50-54	8	541-548
	55-59	8	549-556
	60-61	8	557-564
	62-64	8	565-572
	64-69	8	573-580
	70-74	8	581-588
	75 and over	8	589-596
018	Count of persons by household relationship and sex (includes group quarters):		
	Male primary individual	8	597-604
	Female primary individual . . .	8	605-612
	Family head of household with male head	8	613-620

Census Table Number	Description of Variable	Field Length	Position
	Family head of household with female head	8	621-628
	Wife of head	8	629-636
	Child of head	8	637-644
	Other relative of head	8	645-652
	Nonrelative (includes roomer, boarder or lodger) of head . . .	8	653-660
	Male inmate of institution . . .	8	661-668
	Female inmate of institution . .	8	669-676
	Male in other group quarters . .	8	677-684
	Female in other group quarters .	8	685-692
019	Count of families by family type and own children:		
	Husband-Wife family:		
	Own children under 18 years old not present	8	693-700
	Own children under 18 years old present:		
	Own children under 6 years old present	8	701-708
	Own children under 6 years old not present . . .	8	709-716
	Other family with male head:		
	Own children under 18 years old not present	8	717-724
	Own children under 18 years old present:		
	Own children under 6 years old present	8	725-732
	Own children under 6 years old not present . . .	8	733-740
	Family with female head:		
	Own children under 18 years old not present	8	741-748
	Own children under 18 years old present:		
	Own children under 6 years old present	8	749-756
	Own children under 6 years old not present	8	757-764
020	Count of persons 14 years old and over by sex and marital status:		
	Male:		
	Never married	8	765-772
	Married, spouse present . . .	8	773-780

Census Table Number	Description of Variable	Field Length	Position
	Married, spouse absent	8	781-788
	Separated	8	789-796
	Widowed	8	797-804
	Divorced	8	805-812
	Female:		
	Never married	8	813-820
	Married, spouse present	8	821-828
	Married, spouse absent	8	829-836
	Separated	8	837-844
	Widowed	8	845-852
	Divorced	8	853-860
022	Count of persons by nativity and country of origin:		
	Native:		
	European	10	861-870
	Asian	10	871-880
	Spanish	10	881-890
	African	10	891-900
	Other	10	901-910
	Foreign born:		
	European	10	911-920
	Asian	10	921-930
	Spanish	10	931-940
	African	10	941-950
	Other	10	951-960
024	Count of persons by Spanish indicator:		
	Number of persons classified in any of the 5 Spanish categories of question on "origin or descent"	8	961-968
	Number of persons of Puerto Rican birth or parentage	8	969-976
	Number of persons of "Spanish language"	8	977-984
	Number of persons not of "Spanish language" but of Spanish surname (in 5 Southwestern states only)	8	985-992
027	Count of native persons by state of birth:		
	Born in state of residence	8	993-1000
	Born outside state of residence:		
	In Northeast	8	1001-1008
	In North Central	8	1009-1016

Census Table Number	Description of Variable	Field Length	Position
	In South	8	1017-1024
	In West	8	1025-1032
	Born abroad, at sea, in outlying areas, etc.	8	1033-1040
	State of birth not reported	8	1041-1048
028	Count of persons 5 years old and over by residence in 1965:		
	Same house	8	1049-1056
	Different house:		
	Same county	8	1057-1064
	Different county:		
	Same state	8	1065-1072
	Different state:		
	Northeast	8	1073-1080
	North central	8	1081-1088
	South	8	1089-1096
	West	8	1097-1104
	Abroad, in armed forces in 1965	8	1105-1112
	Abroad, not in armed forces in 1965	8	1113-1120
	Moved, residence in 1965 not reported	8	1121-1128
029	Count of persons five years old and over living in SMSAs or adjacent tracts by residence in 1965:		
	Same house	8	1129-1136
	Different house:		
	In central city of this SMSA	8	1137-1144
	In other part of this SMSA or adjacent tracts	8	1145-1152
	Outside this SMSA:		
	In north and west	8	1153-1160
	In south	8	1161-1168
	Abroad in 1965	8	1169-1176
	Moved, residence in 1965 not reported	8	1177-1184
030	Count of selected persons living in a different county by residence in 1965 and activity status in 1965:		
	Same state:		
	In armed forces	8	1185-1192
	Attending college	8	1193-1200

Census Table Number	Description of Variable	Field Length	Position
	Different state:		
	In armed forces	8	1201-1208
	Attending college	8	1209-1216
	Abroad:		
	In armed forces	8	1217-1224
	Attending college	8	1225-1232
034	Count of persons by year moved into unit:		
	1969-1970	8	1233-1240
	1968	8	1241-1248
	1967	8	1249-1256
	1965-1966	8	1257-1264
	1960-1964	8	1265-1272
	1950-1959	8	1273-1280
	1949 or earlier	8	1281-1288
	Always lived here	8	1289-1296
035	Count of persons at work during census week by place of work:		
	Inside SMSA	8	1297-1304
	Outside SMSA	8	1305-1312
	Not reported cases	8	1313-1320
	Inside their county of residence	8	1321-1328
	Outside their county of residence	8	1329-1336
	Not reported cases	8	1337-1344
038	Count of persons 3 years and over by level and type of school:		
	Population 3-34 years:		
	Nursery school:		
	Public	8	1345-1352
	Parochial	8	1353-1360
	Private	8	1361-1368
	Kindergarten:		
	Public	8	1369-1376
	Parochial	8	1377-1384
	Private	8	1385-1392
	Elementary (1-8):		
	Public	8	1393-1400
	Parochial	8	1401-1408
	Private	8	1409-1416
	High School (1-4):		
	Public	8	1417-1424
	Parochial	8	1425-1432
	Private	8	1433-1440

Census Table Number	Description of Variable	Field Length	Position
	College:		
	Public	8	1441-1448
	Private	8	1449-1456
	Population 35 years and over . .	8	1457-1464
039	Count of persons 3-34 years old enrolled in school by age:		
	3-4 years	8	1465-1472
	5-6 years	8	1473-1480
	7-13 years	8	1481-1488
	14-15 years	8	1489-1496
	16-17 years	8	1497-1504
	18-19 years	8	1505-1512
	20-21 years	8	1513-1520
	22-24 years	8	1521-1528
	25-34 years	8	1529-1536
040	Count of selected persons 18-24 years old by years of school completed:		
	Completed 4 years of high school or more	8	1537-1544
	Completed 4 years of college or more	8	1545-1552
041	Count of persons 16-21 years old and not enrolled in school by sex and employment status and years of school completed:		
	Male:		
	Employed or in armed forces:		
	Not enrolled in school and not high school graduate	8	1553-1560
	Not enrolled in school and high school graduate	8	1561-1568
	Unemployed or not in labor force:		
	Not enrolled in school and not high school graduate . .	8	1569-1576
	Not enrolled in school and high school graduate	8	1577-1584
	Female:		
	Employed or in armed forces:		
	Not enrolled in school and not high school graduate . .	8	1585-1592
	Not enrolled in school and high school graduate	8	1593-1600

Census Table Number	Description of Variable	Field Length	Position
	Unemployed or not in labor force:		
	Not enrolled in school and not high school graudate . .	8	1601-1608
	Not enrolled in school and high school graduate	8	1609-1616
042	Count of persons 25 years old and over by sex and years of school completed:		
	Male:		
	No school years completed (includes nursery and kindergarten)	8	1617-1624
	Elementary:		
	1-4 years	8	1625-1632
	5-6 years	8	1633-1640
	7 years	8	1641-1648
	8 years	8	1649-1656
	High school:		
	1-3 years	8	1657-1664
	4 years	8	1665-1672
	College:		
	1-3 years	8	1673-1680
	4 years	8	1681-1688
	5 years or more	8	1689-1696
	Female:		
	No school years completed (includes nursery and kindergarten)	8	1697-1704
	Elementary:		
	1-4 years	8	1705-1712
	5-6 years	8	1713-1720
	7 years	8	1721-1728
	8 years	8	1729-1736
	High School:		
	1-3 years	8	1737-1744
	4 years	8	1745-1752
	College:		
	1-3 years	8	1753-1760
	4 years	8	1761-1768
	5 years or more	8	1769-1776
044	Count of females 15-44 years old by age, marital status, and number of children:		
	15-24 years old:		
	Never married	8	1777-1784
	Ever married	8	1785-1792

Census Table Number	Description of Variable	Field Length	Position
	Number own children under 5	8	1793-1800
	Number own children ever born	8	1801-1808
	25-34 years old:		
	Never married	8	1809-1816
	Ever married	8	1817-1824
	Number own children under 5.	8	1825-1832
	Number own children ever born	8	1833-1840
	35-44 years old:		
	Never married	8	1841-1848
	Ever married	8	1849-1856
	Number own children under 5.	8	1857-1864
	Number own children ever born	8	1865-1872
049	Count of persons under 18 by residence with parents:		
	Living with both parents	8	1873-1880
	Living with one parent	8	1881-1888
	Living with neither parent	8	1889-1896
050	Count of ever married persons 14-54 years old by marital history:		
	Widowed only	8	1897-1904
	Divorced only	8	1905-1912
	Widowed and divorced	8	1913-1920
	Neither widowed or divorced	8	1921-1928
054	Count of persons 16 years and over by sex, labor force status, and selected characteristics:		
	Male:		
	In armed forces	8	1929-1936
	In labor force:		
	Employed	8	1937-1944
	Unemployed	8	1945-1952
	Not in labor force:		
	Under 65:		
	Inmate	8	1953-1960
	Enrolled in school	8	1961-1968
	Other	8	1969-1976
	65 and over:		
	Inmate	8	1977-1984
	Enrolled in school	8	1985-1992
	Other	8	1993-2000

Census Table Number	Description of Variable	Field Length	Position
	Female:		
	In armed forces	8	2001-2008
	In labor force:		
	Employed	8	2009-2016
	Unemployed	8	2017-2024
	Not in labor force:		
	Under 65:		
	Inmate	8	2025-2032
	Enrolled in school	8	2033-2040
	Other	8	2041-2048
	65 and over:		
	Inmate	8	2049-2056
	Enrolled in school	8	2057-2064
	Other	8	2065-2072
055	Count of persons 16 and over in the labor force by sex and age:		
	Male:		
	16-17 years old	8	2073-2080
	18-19 years old	8	2081-2088
	20-21 years old	8	2089-2096
	22-24 years old	8	2097-2104
	25-34 years old	8	2105-2112
	35-44 years old	8	2113-2120
	45-64 years old	8	2121-2128
	65 years and over	8	2129-2136
	Female:		
	16-17 years old	8	2137-2144
	18-19 years old	8	2145-2152
	20-21 years old	8	2153-2160
	22-24 years old	8	2161-2168
	25-34 years old	8	2169-2176
	35-44 years old	8	2177-2184
	45-64 years old	8	2185-2192
	65 years and over	8	2193-2200
056	Count of persons 14-15 years old by sex and labor force status:		
	Male:		
	In armed forces	8	2201-2208
	In civilian labor force:		
	Employed	8	2209-2216
	Unemployed	8	2217-2224
	Not in labor force	8	2225-2232
	Female:		
	In armed forces	8	2233-2240
	In civilian labor force:		
	Employed	8	2241-2248
	Unemployed	8	2249-2256
	Not in labor force	8	2257-2264

Census Table Number	Description of Variable	Field Length	Position
058	Count of employed persons 16 years old and over by occupation:		
	Professional, technical, and kindred workers	10	2265-2274
	Managers and administrators, except farm	10	2275-2284
	Sales workers	10	2285-2294
	Clerical and kindred workers . .	10	2295-2304
	Craftsmen, foremen, and kindred workers	10	2305-2314
	Operatives, except transport . .	10	2315-2324
	Transport equipment operatives .	10	2325-2334
	Laborers, except farm	10	2335-2344
	Farmers and farm managers . . .	10	2345-2354
	Farm laborers and foremen . . .	10	2355-2364
	Service workers, except private household	10	2365-2374
	Private household workers . . .	10	2375-2384
075	Count of families by family income:		
	Under $1,000 (includes $1-$999, none, and loss)	8	2385-2392
	$1,000-$1,999	8	2393-2400
	$2,000-$2,999	8	2401-2408
	$3,000-$3,999	8	2409-2416
	$4,000-$4,999	8	2417-2424
	$5,000-$5,999	8	2425-2432
	$6,000-$6,999	8	2433-2440
	$7,000-$7,999	8	2441-2448
	$8,000-$8,999	8	2449-2456
	$9,000-$9,999	8	2457-2464
	$10,000-$11,999	8	2465-2472
	$12,000-$14,999	8	2473-2480
	$15,000-$24,999	8	2481-2488
	$25,000-$49,999	8	2489-2496
	$50,000 and over	8	2497-2504
076	Count of unrelated individuals 14 years and over by income:		
	Under $1,000 (includes $1-$999, none, and loss)	8	2505-2512
	$1,000-$1,999	8	2513-2520
	$2,000-$2,999	8	2521-2528
	$3,000-$3,999	8	2529-2536
	$4,000-$4,999	8	2537-2544

Census Table Number	Description of Variable	Field Length	Position
	$5,000-$5,999	8	2545-2552
	$6,000-$6,999	8	2553-2560
	$7,000-$7,999	8	2561-2568
	$8,000-$8,999	8	2569-2576
	$9,000-$9,999	8	2577-2584
	$10,000-$11,999	8	2585-2592
	$12,000-$14,999	8	2593-2600
	$15,000-$24,999	8	2601-2608
	$25,000-$49,999	8	2609-2616
	$50,000 and over	8	2617-2624
080	Count of families and unrelated individuals 14 years and over with income by family status and type of income:		
	Family:		
	Wage and slaary	8	2625-2632
	Nonfarm self-employment . . .	8	2633-2640
	Farm self-employment	8	2641-2648
	Social security or railroad retirement	8	2649-2656
	Public assistance or welfare payments	8	2657-2664
	All other income	8	2665-2672
	Unrelated individuals:		
	Wage and salary	8	2673-2680
	Nonfarm self-employment . . .	8	2681-2688
	Farm self-employment	8	2689-2696
	Social security or railroad retirement	8	2697-2704
	Public assistance or welfare payments	8	2705-2712
	All other income	8	2713-2720
082	Count of families by ratio of family income to poverty level:		
	Under .50	8	2721-2728
	.50-.74	8	2729-2736
	.75-.99	8	2737-2744
	1.00-1.24	8	2745-2752
	1.25-1.49	8	2753-2760
	1.50-1.99	8	2761-2768
	2.00-2.99	8	2769-2776
	3.00 or more	8	2777-2784

Census Table Number	Description of Variable	Field Length	Position
083	Aggregate number of persons in families below poverty level . . .	8	2785-2792
088	Count of female family heads in the labor force with related children under 6 years old by poverty status:		
	Above poverty level	8	2793-2800
	Below poverty level	8	2801-2808
092	Count of related children under 18 years old in families below poverty level by presence of parents:		
	Living with both parents	8	2809-2816
	Other	8	2817-2824
--	Average or median temperature (99.9 assumed decimal)	3	2825-2827
--	Temperature code (M=median temperature and blank=average temperature)	1	2828
--	Difference from norm of average or median temperature (signed field, first position is either blank for positive or a minus sign and rest of field is 99.9 assumed decimal) . .	4	2829-2832
--	Inches of snow or sleet (99.9 assumed decimal)	3	2833-2835
--	Snow or sleet code (T=trace with above field all zeroes) . . .	1	2836
--	Number of days with ≥0.1 inches precipitation	2	2837-2838
--	Filler (blank)	1	2839
--	Unemployment rate (99.9 assumed decimal)	3	2840-2842

Census Table Number	Description of Variable	Field Length	Position
--	Unemployment rate code (1=county rate, 2=SMSA rate, 3=either or unsure)	1	2843
--	Filler (blank)	1	2844
--	Month of participation (1=February, 2=March, 3=April, 4=May, 5=October, 6=November, 7=December, 8=September)	1	2845
--	Filler (blank)	1	2846
--	Incident Reporting Sheets received (1=yes, 0=no)	1	2847
--	Principal Questionnaire received (1=yes, 0=no)	1	2848
--	Teacher Questionnaire received (1=yes, 0=no)	1	2849
--	Student Questionnaire received (1=yes, 0=no)	1	2850

PART 14 - FORMULAE FOR STUDY ESTIMATES AND THEIR SAMPLING ERRORS

PART 14. FORMULAE FOR STUDY ESTIMATES AND THEIR SAMPLING ERRORS

A. Introduction

Two separate sample designs were used in the Safe School Study. The complexities of the sample designs were considered in the computation of sampling errors. The two sample designs were used in collecting the phase 1 and 2 data. The phase 1 sample design is called a stratified, single stage design which means, that the sampling frame of the nation's sample schools was first stratified and then a sample of schools was selected from each of the defined strata.

The phase 2 sample design was a stratified, two stage design with a third stage of sampling used in the student questionnaire (SQ) and student interview (SI) portions of the survey. The primary sampling units (PSUs) were first stratified, and then a sample of PSUs was selected from each stratum. The second stage of sampling selected a sample of schools within each sample PSU. The sample schools were the analysis units for the IRS. Since all teachers in a sample school were included for the teacher questionnaire, there was no third stage sample required for the TQ. For the SQ and SI a third stage sample of students within the sample school was required.

B. Parameters of the Estimating Procedures for the Sample

The following are definitions of symbols used in the equations:

1. Y(hijk) denotes a particular response variable Y for the

k^{th} student or teacher within the j^{th} sample school of the i^{th} PSU in the h^{th} stratum for TQ, SQ, and SI,

2. Y(hi) denotes the Y-variable response for the i^{th} school for the h^{th} stratum for IRS phase 1 schools,

3. Y(hij) similarly denotes the Y-variable response for the j^{th} school of the i^{th} PSU in the h^{th} stratum for IRS phase 2 schools,

4. $X_g(hijk)$ denotes a reporting group or subpopulation indicator variable where

$$X_g(hijk) = \begin{cases} 1 - \text{if student or teacher (hijk) belongs subpopulation group g,} \\ 0 - \text{otherwise,} \end{cases}$$

5. $X_g(hi)$ similarly denotes a reporting group or subpopulation indicator variable for school (hi) in the phase 1 sample,

6. $X_g(hij)$ similarly denotes a reporting group or subpopulation indicator variable for school (hij) in the phase 2 sample,

7. n(h) denotes the number of selected schools for stratum h in phase 1 that participated,

8. n(hi) denotes the number of selected schools in PSU i of stratum h that participated,

9. a(h) denotes the number of selected PSU's in the h^{th} stratum

10. M(hij) denotes the total number of students or teachers in school j of PSU i in stratum h that participated,

11. W(hijk) denotes the sampling weight of student or teacher k of the j^{th} school in the i^{th} PSU from the h^{th} stratum,

12. W(hi) denotes the sampling weight of school i in the h^{th} stratum of the phase 1 sample,

13. W(hij) denotes the sampling weight of the j^{th} school in the i^{th} PSU from the h^{th} stratum

C. Equation to Estimate a Mean for Reporting Group g and Response Item r

The estimate of the Y variable mean for students or teachers reporting group g is given by:

$$\hat{\overline{Y}}_g = \frac{\sum_{h=1}^{13} \sum_{i=1}^{a(h)} \sum_{j=1}^{n(hi)} \sum_{k=1}^{M(hij)} X_g(hijk)\, W(hijk)\, Y(hijk)}{\sum_{h=1}^{13} \sum_{i=1}^{a(h)} \sum_{j=1}^{n(hi)} \sum_{k=1}^{M(hij)} X_g(hijk)\, W(hijk)}$$

The estimate of a Y-variable mean for school reporting group g is slightly more complex since two separate sample designs are being combined in the analysis. The form of this estimate is given by:

$$\hat{\overline{Y}}_g = \frac{\sum_{h=1}^{48} \sum_{i=1}^{n(h)} X_g(hi) W^*(hi)\, Y(hi) + \sum_{h=1}^{13} \sum_{i=1}^{a(h)} \sum_{j=1}^{n(hi)} X_g(hij)\, W^*(hij)\, Y(hij)}{\sum_{h=1}^{48} \sum_{i=1}^{n(h)} X_g(hi) \cdot W^*(hi) + \sum_{h=1}^{13} \sum_{i=1}^{a(h)} \sum_{j=1}^{n(hi)} X_g(hij)\, W^*(hij)}$$

where the first two-stage summation extends over the phase I data and the second three-stage summation accumulates the phase II data. The W* weights above have been adjusted so that when taken together they sum to an estimate of the total number of schools in the eligible population.

Adjustment factors, say f_1 and $f_2 = 1-f_1$, were obtained which are approximately optimal in terms of minimizing the variance of the estimated total number of eligible population schools, namely,

$$\hat{S} = f_1 \sum_{h=1}^{48} \sum_{i=1}^{n(h)} W(hi) + f_2 \sum_{h=1}^{13} \sum_{i=1}^{a(h)} \sum_{j=1}^{n(hi)} W(hij)$$

$$= f_1\, W(++) + f_2\, W(+++)\ .$$

Letting n(++) denote the total number of phase 1 sample schools and n(+++) depict the total number of phase 2 sample schools, the approximately optimal adjustment factors are

$$f_1 = n(++)/[n(++) + n(+++)]$$

and

$$f_2 = n(+++)/[n(++) + n(+++)].$$

With these factors, the adjusted weights are simply

$$W^*(hi) = f_1 W(hi)$$

and

$$W^*(hij) = f_2 W(hij).$$

To simplify the weighted domain mean formula which combines school data across the phase 1 and 2 samples, one can define

$$y_g(hi) = \begin{cases} \sum_{j=1}^{n(hi)} X_g(hij)\ W^*(hij)\ Y(hij) & \text{for phase II schools} \\ X_g(hi)\ W^*(hi)\ Y(hi) & \text{for phase I schools.} \end{cases}$$

Similarly define

$$x_g(hi) = \begin{cases} \sum_{j=1}^{n(hi)} X_g(hij)\ W^*(hij) & \text{for phase II schools} \\ X_g(hi)\ W^*(hi) & \text{for phase I schools.} \end{cases}$$

then the school mean for domain g is as follows:

$$\hat{\bar{Y}}_g = \frac{\sum_{h=1}^{61} \sum_{i=1}^{a(h)} y_g(hi)}{\sum_{h=1}^{61} \sum_{i=1}^{a(h)} x_g(hi)} = \frac{\hat{Y}_g}{\hat{X}_g} .$$

In the case of the phase 2 student and teacher estimates, if we let

$$\hat{Y}_g = \sum_{h=1}^{13} \sum_{i=1}^{a(h)} \sum_{j=1}^{n(hi)} \sum_{k=1}^{M(hij)} X_g(hijk)\ W(hijk)\ Y\ (hijk)$$

and

$$\hat{X}_g = \sum_{h=1}^{13} \sum_{i=1}^{a(h)} \sum_{j=1}^{n(hi)} \sum_{k=1}^{M(hij)} X_g(hijk)\ W(hijk)$$

then

$$\hat{\bar{Y}}_g = \frac{\hat{Y}_g}{\hat{X}_g} .$$

D: Equation to Estimate the Sampling Variability or Standard Error of the Estimated Mean for Reporting Group g and Response Item r

For the student and teacher ratio means define the Taylor Series linearized variates

$$Z_g(hijk) = X_g(hijk)\ W(hijk)\ [Y(hijk) - \hat{\bar{Y}}_g]/\hat{X}_g .$$

Then the PSU level Z sums are

$$z_g(hi) = \sum_{j=1}^{n(hi)} \sum_{k=1}^{M(hij)} Z_g(hijk)$$

and the stratum level means of these totals are

$$z_g(h.) = \frac{1}{a(h)} \sum_{i=1}^{a(h)} Z_g(hi).$$

With these definitions, the variance of $\hat{\bar{Y}}_g$ for phase II student or teacher group mean is approximated by

$$\mathrm{var}(\hat{\bar{Y}}_g) = \sum_{h=1}^{13} a(h)\, s_z^2(h)$$

where

$$s_z^2(h) = \sum_{i=1}^{a(h)} [z_g(hi) - z_g(h.)]^2/[a(h)-1] .$$

For the school ratio means combining first and second phase data the appropriate Taylor series linearization has the form

$$z_g(hi) = [y_g(hi) - \hat{\bar{Y}}_g\, x_g(hi)]/\hat{X}_g$$

recalling that $y_g(hi)$ and $x_g(hi)$ are school level quantities for the 48 phase I strata and alternatively represent weighted PSU level sums for the 13 phase 2 strata. Indexing these two sets of strata serially leads to a variance estimator for school domain means of the form

$$\mathrm{var}(\hat{\bar{Y}}_g) = \sum_{h=1}^{61} a(h)\, s_z^2(h)$$

where the $s_z^2(h)$ quantities are defined as above.

E. Computation of T-Like Statistics to Contrast Reporting Group Means

In order to test for the equality of two nonoverlapping reporting group means, say $\hat{\bar{Y}}_1$ and $\hat{\bar{Y}}_2$, a test statistic patterned after student's-T can be computed as follows:

$$T = (\hat{\bar{Y}}_1 - \hat{\bar{Y}}_2) \;/\; [\mathrm{var}(\hat{\bar{Y}}_1) + \mathrm{var}(\hat{\bar{Y}}_2)]^{1/2}$$

The statistic above presumes that the two means are reasonably uncorrelated. While one would expect some positive correlation between such means induced by the PSU and school clustering inherent in the Safe School Study samples, this correlation should be small relative to the associated variances. Since any positive covariance between the means would make a negative contribution to the variance of a difference, inference based on the statistic above should be conservative in the sense that fewer significant results will be observed due to chance than would be expected. The numbers of schools and PSUs involved in the Safe School Study samples lead to approximate degrees of freedom large enough so that one can reasonably use standard normal critical values to judge significance.

GLOSSARY

CAC - Computer Applications Center

CEIS - Committee on Evaluation and Information Systems

CIC - Curriculum Information Center

CSSO - Chief State School Officer

DRSS - Department of Research Support Services

ERM - Educable Mentally Retarded

FI - Field Interviewer

FI - Field Representative

FS - Field Supervisor

ID - Identification

LEA - Local Education Agency

NIE - National Institute of Education

PIC - Post Interview Check

PQ - Principal Questionnaire

PQI - Phase I School Principals' Questionnaire

PQII - Phase II School Principals' Questionnaire

PRS - Principals' Report Sheet

PSU - Primary Sampling Unit

RTI - Research Triangle Institute

SI - Student Interview

SIQ - Phase II Student Interview Questionnaire

SMSA - Standard Metropolitan Statistical Area

SOC - Survey Operations Center

SQ - Phase II Student Questionnaire

SRDC - Sampling Research and Design Center

TQ - Phase II Teacher Questionnaire

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